DOCUMENT RESUME

ED 211 674 CE 030 892

AUTHOR Thomas, Hollie B.; Marangus, Mary Anna
TITLE A Study to Identify the Unique Criteria and Standards Needed for the Development of Successful Bilingual Vocational Programs. Part 1: Evaluation Component. Final Report, from March 1, 1980 to June 30, 1981.
INSTITUTION Florida State Univ., Tallahassee.
SPONS AGENCY Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE [81]
NOTE 332p.; For a related document see CE 030 893.

EDRS PRICE MF01/PC14 Plus Postage.
DESCRIPTORS Adult Vocational Education; *Bilingual Education; Educational Research; *Evaluation Criteria; Higher Education; Models; Postsecondary Education; Program Effectiveness; *Program Evaluation; Questionnaires; Secondary Education; *State Standards; Surveys; *Vocational Education
IDENTIFIERS *Florida; *Limited English Speaking

ABSTRACT

A study was conducted to develop a process evaluation model for Bilingual Vocational Programs (BVPs) in Florida. Literature was reviewed that concerned state evaluation of general, vocational, and bilingual vocational education. This information and information from interviews and correspondence on these areas were used to develop a questionnaire that identified the additional needs of BVPs as compared with traditional vocational education programs. The questionnaire was also designed to identify standards and criteria, which, when met, would indicate that effective bilingual/vocational education (BVE) and/or vocational education for the limited English proficiency students was being provided. New York City BVP instructors and administrators participated in the pilot test of the Bilingual Vocational Instructional Program Review Component (BVIPRC) which contained those standards and criteria identified. Based on the Vocational Education Instructional Program Review, the BVIPRC includes a self evaluation component and on-site review. (A copy of the BVIPRC is provided.) The revised BVIPRC was field tested with BVE personnel in Florida. A total of 69 BVE staff participated in the study--35 completed the questionnaire and pilot tested the BVIPRC, 34 participated in BVIPRC field testing and evaluation. (Appendixes include questionnaire materials and BVIPRC field test and pilot test materials.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED211674

FINAL REPORT

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

David C. McAust

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Project No. DVE 0 1B31

from March 1, 1980 to June 30, 1981

Part 1

A Study to Identify the Unique Criteria and Standards Needed for the Development of Successful Bilinqual Vocational Proqrams

Evaluation Component

Florida Department of Education
Division of Vocational Education
Tallahassee, Florida 32301

CE030892

Final Report

Project No. DVE 01B31

From March 1, 1980 to June 30, 1981

Part I

A Study to Identify the Unique Criteria and Standards Needed for the Development of Successful Bilingual Vocational Programs

Part II

Culture Unit

The Florida State University
Tallahassee, Florida 32306

By

Project Director: Hollie B. Thomas
and Mary Anna Marangus

The Project reported herein was conducted pursuant to a grant from the Division of Vocational Education, Florida Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgments in the conduct of the project. Point of view or opinions stated do not therefore, necessarily represent the official position or policy of the Florida Department of Education.

Table of Contents

Acknowledgements. i

Abstract. ii

List of Tables. iv

List of Figures v

Introduction. 1

- Significance of the Problem. 5
- Purpose of the Study 7
- Rationale and Theoretical Framework. 7
- Limitation of the Study. 12

Review of Literature. 13

- Summary. 24

Methodology 26

- Phase I 26
- Phase II 27
- Phase III. 28
- Identification of Bilingual Vocational Education Programs in Florida 31
- Selection of Programs for the Population 31
- Research Design. 32
- Validity and Reliability of Bilingual Vocational Education Component 34
- Analysis of the Data 35

Results and Discussion. 40

- Part I - Questionnaire Development and Data Analysis 45
- Additional Needs of Bilingual Vocational Programs. 49
- Staff Requirements, Curriculum Components, and Materials 51
- Instructor Skills. 54
- Facilities, Equipment, and Supplies. 54
- Curriculum Components. 56
- Special Materials for the Instruction of LEP Students. 56
- Summary of Additional Needs of BVPs. 59

Results and Discussion -continued

Standards and Criteria for Objective of Vocational Programs with LEP Students. 59
Instructional Content Standards and Criteria. 65
Part II - The Standards and Criteria Necessary for Effective BVPs 69
Advisory Committee Standard and Criteria. 75
Staff Qualifications Standard and Criteria. 80
Facilities Standard and Criteria. 87
Instructional Resources Standard and Criteria 90
Recruitment Standard and Criteria 97
Admission Standard and Criteria 104
Class Enrollment Standard and Criteria. 116
Instruction Standard and Criteria 116
Student Job Placement Standard and Criteria 127
Student Placement Standard and Criteria for "Work Experience Programs" 132
Staff Improvement Standard and Criteria 139
Administrators and Supervisors Standard and Criteria. 142
BVIRPC Development and Pilot Test 145
Field Test BVIPRC 158
On-Site Visit Observations. 164

Summary, Conclusions and Recommendations 167

Summary 167
Conclusions 173
Recommendations 174
Recommendations for Further Research. 176

Appendices

A. Population Identification by Location by Need for BVPs 180

B. BVPs in the state of Florida in 1980 183

C. Interviews. 187

D. Questionnaire Materials 189

E. BVIPRC Pilot Test Materials 201

F. BVIPRC Field Test Materials 249

References 275

Acknowledgements

I wish to express my appreciation and thanks to all the supervisors and teachers involved in Bilingual Vocational Education programs in the state of Florida who participated in this study.

Special thanks are extended to Dr. Roy Giehls and Dr. David McOuat of the Florida Department of Education, Division of Vocational Education for their contribution. Also to Mary Anna Marangos, Research Assistant, for her hours of researching, interviewing, analyzing, writing and rewriting. I wish to thank Mary Smith, Project Secretary, for her contribution.

Without these people the project could never have been completed.

Sincerely,

Hollie B. Thomas
Project Director

Abstract

The segment of the United States population categorized as Limited English Proficiency (LEP) is characterized by a high unemployment rate and a large number of secondary school dropouts. The United States Congress has provided funding for special programs including the 1976 Vocational Education Amendments (VEA) to the 1963 Vocational Education Act which earmarked funds for the LEP population in the form of Bilingual Vocational programs. This amendment also mandated the evaluation of all funded areas.

The survey conducted during this study identified the lack of state models for the evaluation of Bilingual Vocational Education Programs (BVPs). The state of Florida, in order to comply with the 1976 VEA, authorized the development of Bilingual Vocational Instructional Program Review (BVIPR).

This study addressed: a) the identification of the standards and criteria necessary for quality BVPs and b) the development of the BVIPRC.

The rationale for this study was developed from the theory that evaluation is a process that can lead to development, improvement, and rational decision making for educational programs.

Data were obtained in three phases from personnel involved in the instruction of LEP students in the state of Florida. A result of this study was the development of the BVIRPC. This component included the standards and criteria needed for quality BVPs as well as those

List of Tables

1 Types of Schools and Programs in Which Participants are Employed. 42

2 Instructional Areas and Language(s) Spoken by Instructors Who Participated. 43

3 Ratio of Staff to Students Required in the Instruction of LEP Students as Compared to English Speaking Students 50

4 Language Skills Necessary for Instructors of LEP Students 52

5 Cultural Skills Necessary for the Instruction of LEP Vocational Students 53

6 Facilities, Equipment, and Supplies Necessary for Instruction of LEP Students. 55

7 Additional Curriculum Components Necessary for the Instruction of LEP Students Vocational Students. 57

8 Special Instructional Material Needed for the Instruction of LEP Vocational Students 58

9 Textbooks Required for LEP Students 60

10 Program Objective Standard and Criteria 61

11 Instructional Content Standard and Criteria 66

12 Instructional Content Standard and Criteria "Work Experience". 72

13 Advisory Committee Standard and Criteria. 76

14 Staff Qualifications Standard and Criteria. 81

15 Staff Qualifications by Type of Instructor. 85

16 Facilities Standard and Criteria. 88

17 Facilities Criterion by Type of Instructor. 91

18 Instructional Resources Standard and Criteria 93

required for vocational education, as identified for the state of Florida.

The Florida Bureau of Vocational Research, Dissemination, and Evaluation staff provided the funding that developed this first state model that has incorporated the special needs of the LEP students enrolled in vocational programs. This model provides the standards and criteria, which, when met, will provide quality BVPs.

Tables

19 Instructional Resources Criterion by Type of Instructor. . . 98

20 Recruitment Standard and Criteria. 100

21 Recruitment Criteria by Type of Instructor 105

22 Admission Standard and Criteria. 107

23 Admission Standard and Criteria by Type of Instructor. . . . 113

24 Classroom Enrollment Standard and Criterion. 117

25 Instruction Standard and Criteria. 121

26 Instruction Standard and Criteria by Type of Instructor. . . 125

27 Student Placement Standard and Criteria. 128

28 Student Job Placement Standard and Criteria by Type of Instructor 134

29 Student Follow-Up Standard and Criteria. 137

30 Staff Improvement Standard and Criteria. 140

31 Administrators and Supervisors Standard and Criteria. 143

32 Bilingual Vocational Instructional Program Review Component Validation of Criteria. 149

33 Bilingual Vocational Program Review Evaluation Data. 161

Figure

1 Relationships of Evaluation Systems and Models 11

CHAPTER I

INTRODUCTION

The segment of the United States population categorized as Limited English Proficiency (LEP) has been characterized by a high unemployment rate and a large number of secondary school dropouts. This group also has "the tendency . . . to end up in entry level skill occupations where employment is irregular and salaries are low" (United States Department of Labor Report, 1976.)

In addition, the 1978 National Center for Educational Statistics (NCES) report stated that: (a) one in ten children between the ages of 6 and 18 is from a non-English language background, (b) 23 states have at least 10 language minority populations; and (c) two out of three members of the identified LEP populations were born in the United States, Puerto Rico, or some other United States territory. The report further stated that "young language minority persons appear to be educationally disadvantaged on two key measures: School grade attainment for (their) age, and dropout rate." The average dropout rate for the English speaking students is approximately 10% of the total population (ages 14-25).

whereas students with limited English backgrounds have a 30 to 40% dropout rate. Thus, the probability of LEP students dropping out is substantially greater than that of students whose dominant language is English (NCES, Spring 1978, p. 1).

The LEP population is composed of 22 major language groups plus a large number of minor ones. The largest group of LEP minorities is Hispanic. Of the five million identified LEP persons in the United States, three million are of Hispanic origin. Hispanics have a school dropout rate of 45%. This is especially relevant to the state of Florida, one of the nine states in which 90% of the United States' Hispanic population is located (NCES, Spring 1978, p. 1).

The 1974 Bilingual Education Amendment to the 1968 Elementary and Secondary School Act (ESEA) and the 1962 Vocational Education Act (VEA), as amended in 1976, earmark specific funds for the LEP populations. In addition, the state of Florida has provided specific programs for the LEP population on a local basis. These programs, identified as Bilingual Vocational Education Programs (BVPs), provide students with occupational training and the opportunity to improve their English language skills. Bilingual Vocational Education (training) was defined by the 1976 Vocational Education Amendment as:

> Training or retraining in which instruction

is presented in both the English language and the dominant (target) language of the persons receiving training and which is conducted as part of a program designed to prepare individuals for employment. . .

The students served by BVE are individuals of "Limited English Speaking Ability" (LESA). LESA is defined by the 1976 Vocational Education Amendment as:

1. Individuals who were not born in the United States or whose native tongue is a language other than English.

2. Individuals who came from environments where a language other than English is dominant, and by reasons thereof, have difficulties speaking and understanding instruction in the English language. LESA was changed to Limited English Proficiency (LEP) by the November 1, 1978 Public Law 95-561, of the Blingual Education Act.

The state of Florida has no state level definition for BVE or specific policies on how the needs of the LEP students were to be met. Each school district board within the state determines how they will meet the needs of the LEP students enrolled in vocational programs. Two examples are:

1. Dade County provides some vocational programs in the target language; and

2. Escambia County requires students to enroll in ESL programs and obtain a minimum English proficiency before entering the vocational class (Kandarakis, Telephone Interview, 1981).

BVE programs, in this study, are defined as those programs with LEP students enrolled or desiring enrollment. Traditional VE programs are defined as vocational programs in which the students speak, read, and write the English language. Bilingual programs funded by the Bilingual Education Amendment Title VII (1974) to the Elementary and Secondary School Act, are not addressed.

Background of the Problem

Accountability for vocational education in all areas has been mandated by the federal government for all state departments of education. In order for states to receive funding under the existing Smith-Hughes Act and the 1963 Vocational Education Acts (VEA), as amended in 1976, a plan for the evaluation of all areas funded under these bills must be developed. This act places an emphasis on the validation of services to socially, economically, and educationally disadvantaged persons, including those with LEP, with respect to their participation in vocational education.

The personnel in the Division of Vocational Education of the State of Florida, in order to comply with the 1976 VEA specifications, developed in the "Florida State Plan

for Vocational Education," often referred to as the Florida Five Year Plan for Vocational Education. This plan is reviewed each year according to specific criteria and changes are made accordingly (Giehls, Personal Interview, 1980). The plan requires that the Division of Vocational Education conduct state evaluation of programs in an effort to:

> . . .provide effective and efficient implementation and needed modification of vocational programs, services and activities, evaluation must be systematically designed and conducted to provide information in quantitative terms regarding the allocation of human material resources (Florida State Plan for Vocational Education, Part A, 1978, 1.9 p. 18).

The Division of Vocational Education, in compliance with these regulations, developed a process model for the evaluation of Vocational Education (VE) programs in the State of Florida at all levels: high school, vocational technical schools, and community colleges (Vocational Education Instructional Program Review, 1980-81). The criteria and standards specified in the model for the evaluation of vocational education had not been examined with reference to the evaluation needs of BVPs.

Significance of the Problem

The Florida Department of Education, Division of

Public Schools (MIS Statistical Report, Series 80-15, March 1980) has identified 28,105 students with LEP in the state. These statistics apply to the status prior to the 1980 Cuban and Haitian influx, the effects of which, at the time of this writing, have not been officially evaluated with reference to the LEP population in Florida. This researcher conducted a telephone survey between May 21-31, 1980 to identify existing BVPs in the State of Florida. Results revealed a concern by vocational personnel in many areas of the state regarding their ability to provide services to the anticipated influx of these new LEP people (see Appendix A). "From 80,000 to 105,000 refugees from the Cuban exodus have settled in Dade County or just over its borders, straining the facilities of the area (including education) of 1.6 million people." (New York Times, April 19, 1981, p.1). Additionally, interviews with vocational personnel in Florida revealed their belief that the new LEP population would have difficulty obtaining employment without adequate English communication skills and vocational training. The vocational skills required by those vocational personnel are those suitable to the region in which the new LEP population plans to settle.

The need for BVPs in the State of Florida has been recognized by the educational personnel in the district presently conducting these programs (see Appendix B). These bilingual vocational education programs, though vocational, presented a new dimension that was not incorporated

into the existing process model for evaluation of vocational education within Florida.

In addition, telephone and personal interviews (see Appendix C) and the review of literature had failed to identify any models for the specific evaluation of BVEPs at the state level in the United States. This was confirmed by a state-by-state inquiry of vocational education departments.

Purpose of the Study

The purpose of this study was to develop a process evaluation model for BVPs in the State of Florida. The model includes those criteria and standards, identified during the study, as necessary for effective BVPs, in addition to the ones required for vocational education by the State of Florida, Department of Education.

Rationale and Theoretical Framework

The rationale for this study was developed from the view that evaluation is a process that can lead to development, improvement, and decision making for educational programs. Accountability for education became a mandate for many educators through the provision of the Elementary and Secondary Education Act (ESEA) of 1976.

The theoretical conceptualization of evaluation has been explicated and researched by such educators as Scriven (1976), Hammond (1969), Stufflebeam (1971), and Provus (1971), while the concept itself appeared even

earlier in the education process (Tyler, 1942).

From evaluation theories, pragmatic evaluation models evolved, and the research conducted with these models has established evaluation as a means for developing and improving educational programs and decision making (Stufflebeam, 1971). Evaluation has also become a means for meeting accountability requirements at both federal and state levels, e.g., the requirements for evaluation specified in the ESEA (1965) with its 1974 amendments and VEA (1976). Thus, the staff of the State of Florida, Department of Education, Division of Vocational Education, provided for the development of the Vocational Education Instructional Program Review--a process model; Pennsylvania, a discrepancy model; and Michigan, an adaptation of Stufflebeam's Context, Input, Process, and Product (CIPP) Evaluation Model for total program evaluation. Based on the research conducted for this study, a specific type(s) of model(s) optimal for meeting accountability requirements had not been determined.

Five methods were identified by Smith (1979) as commonly used for the evaluation of federally funded programs: (a) system evaluation, (b) program evaluation, (c) person evaluation, (d) product evaluation, and (e) other/mixed. Each evaluation approach, though different, can be used for the purpose of meeting accountability requirements in the event that the methodology is not pre-specified. The approaches

identified on the previous page are defined as follows:

1. System Evaluation: "Evaluation necessary in providing information for decisions about the state of a system" (Alkin, 1969). It is used to determine the difference between the desired situation and the true outcomes of program or project. This is a form of product evaluation on the macro level.

2. Program Evaluation: Evaluation on the micro or local level. The specific program or project is examined with reference to the desired outcomes. The use of process evaluation is the evaluation of the treatment by looking at it instead of the outcome (product) (Scriven, 1977). It is also referred to as formative evaluation when conducted during the development for improvement of a program (Scriven, 1977).

3. Person Evaluation: Evaluation of personnel, trainees, clients, and others who are involved in the program or project. The focus here is on the personnel level instead of on a program or system level (Smith, 1979).

4. Product Evaluation: Measurement and interpretation of attainment at the end of the project cycle (Stufflebeam, 1971).

5. Mixed: Incorporation into the evaluation procedures of more than one method. These approaches enumerated by Smith (1979) are further supported by the rationale

presented by the experts.

Tyler (1942) presented evaluation as a system whereby decisions could be made based on the congruence between the stated objectives and the measured outcomes. In addition to that, Scriven (1976) proposed the idea of "goal free" evaluation, the purpose of which is to provide for the inclusion of the unintended outcomes in the program evaluation and decision making. Thus, goal free evaluation is conducted by an evaluator who has not been informed of the program's specific goals. In this approach the merit of the program is determined through total evaluation.

Stufflebeam et al. (1971) developed a model for total program evaluation from its initial inception to final product. The rationale was presented in the CIPP model for program evaluation (Stufflebeam, 1971). An overall program evaluation approach is also presented by Stake (1967), whose "Countenance of Education Model" provides the description of intents and actual observations and the use of standards on the basis of which judgements are made about a program or product.

Hammond (1969) presented a model for local evaluation to determine program effectiveness in terms of how well desired objectives have been obtained. This model could be expanded to an evaluation of programs on the state level to provide accountability to the federal funding source in the

same way it could be used by the community to provide accountability to the state funding source.

Provus (1969) referred to the use of performance (product) against desired outcome (goals of the program) to determine whether to improve, maintain or terminate a program. His model has been identified as the "discrepancy model."

The models mentioned here and their relationship to the systems identified by Smith are represented in Figure 1. The figure illustrates the models that may be used by the programs to meet their need for accountability. It further diagrams the partial program evaluation that is acceptable for meeting the federal accountability standards. For example, the program that adapted Stufflebeam's CIPP model or Scriven's Formative Summative Evaluation model would be conducting four evaluation procedures. The models of Provus. Tyler, and Hammond would incorporate two evaluation procedures, and Stake's only one.

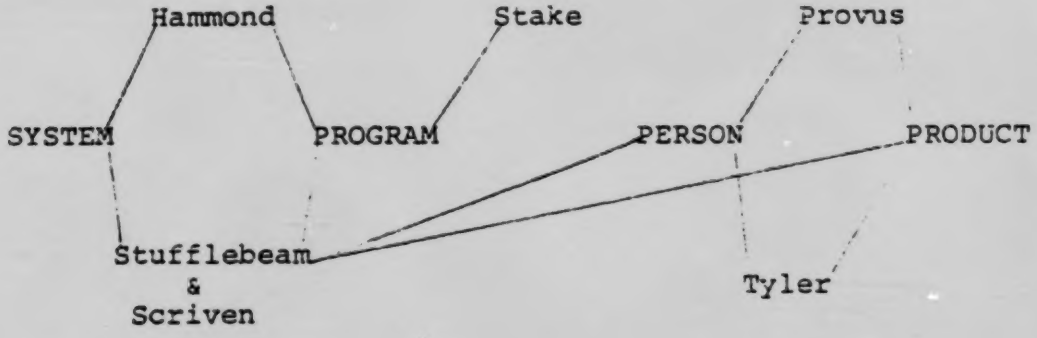


Figure 1. Relationships of evaluation systems and models.

The models developed by Stake, Scriven, Provus, Hammond, Stufflebeam, and Tyler are examples of the use of evaluation for the purpose of accountability. A synthesis of the goals and objectives of these models is stated by this researcher as a methodology for describing, obtaining, and providing information for making judgments and determining the worth of a program or project.

The evaluation framework proposed in this study, which draws on the theories and models presented by these theoreticians, is designed to provide a system that meets the accountability demands of the state and federal agencies as well as permits informed decision making.

Limitations of the Study

This study was conducted for the State of Florida. The generalizations made with respect to findings and state programs may be of limited use to other states due to differing geographic regions and population composition. The participants were in programs identified through the initial survey and chaining procedures. It is possible that there are other types of programs that were not identified.

CHAPTER II

REVIEW OF LITERATURE

The review of literature for the evaluation of BVE was based on an examination of the available literature on state evaluation of general education, vocational education (VE), and bilingual vocational education (BVE). Further information was obtained through personal and telephone interviews and correspondence, including a letter to each state director of vocational education.

The literature reviewed, correspondence received, and interviews conducted confirmed that state evaluation exists on the levels of general education and vocational education. Thirty state directors responded to the letters; of these, five provided state program evaluation models that make specific reference to the needs of the LEP students who are enrolled or desire to enroll (New York, California, Michigan, Delaware, and Colorado).

The purpose of evaluation was defined by the leaders in the field in several ways. Tyler (1942), Stufflebeam (1968), and Cronbach (1963) referred to evaluation as decision making process. Alkin (1969), Aster and Pano (1971), Provus (1971), Scriven (1977),

and Stake (1967) added the dimension of program improvement to decision making and to the purpose of evaluation. Thus, evaluation may be defined as a process used to initiate improvements and to make decisions with reference to an ongoing program or project. Another definition of evaluation refers to total program development. This concept is well represented by the models developed by Stufflebeam (1971), Scriven (1966), Provus (1971), and Stake (1967). These models provide the ideal method of program evaluation, though not necessarily the methodology used in program evaluation today. Worthen and Sanders (1978) defined process evaluation as a means of meeting the following three objectives: (a) to detect or predict defects; (b) to provide information for decision making; and (c) to maintain a record of the procedures as they occur.

State evaluation models, developed to meet the Elementary and Secondary Education Act (ESEA) requirements, were not standardized in their purpose or methodology. The Pittsburgh, Pennsylvania Public School Model, developed by Provus (1969), was a discrepancy model in contrast to the Saginaw Public School Model that was based on Stufflebeam's CIPP Model (Context, Input, Process and Product). The Pennsylvania and Saginaw Public School Models meet the evaluation requirements of ESEA, but

represent different concepts of educational evaluation. The Saginaw model provided for full evaluation of programs extending from the determination of need (context) to the outcome (product). This type of model provided for continuous evaluation and/or ad hoc evaluation, the Pittsburgh model, a discrepancy type model, only records differences between the intent and what is being done.

Evaluation as represented by the models of Stufflebeam, Scriven, and Stake is not necessarily replicated in the evaluation systems implemented today. The purpose of evaluation is generally conducted to obtain educational funding from sponsors that mandate its inclusion, such as the ESEA, VEA, and Title VII. Wently (1970) stated that "evaluators usually get a copy of the funding proposal and . . . say this is the design, let's go see if this is happening." This type of evaluation, though valid (Borch, 1977; Provus, 1971), does not discover unintended positive and negative outcomes. Stufflebeam (1971) refers to this as the "no significant difference syndrome" and cites the Higher Horizons program in New York as an example. The program evaluators found no significant change, whereas the teachers, parents, and administrators believed the program was a success.

The models for present day program evaluation are often a composite of the traditional models.

For example, Borch (1977) used Alkin and Stake for his basis, but believes evaluation should answer only those questions that are specified through the goals of the program developer and/or implementors.

The categories that the researcher believes provide program evaluation are: (a) process evaluation; (b) product evaluation; (c) total program evaluation; and (d) stratified program evaluation (the use of only the program goals and objectives in the evaluation design).

The use of program evaluation by the states was mandated by the Elementary Secondary Education Act (ESEA) in 1965 and its 1974 amendments. States receiving funds under the ESEA and VEA were required to develop evaluation procedures, providing data for the accountability of their spending. The evaluation models developed to meet these requirements have a combination of several categories of evaluation. Florida's Vocational Education Program Review is a process evaluation model, whereas the New Jersey State Model is a process-product evaluation model (New Jersey State Education Department, May 1980).

The evaluation of education implies the evaluation of each component of the educational enterprise: special education, bilingual education, vocational education, and others. Each of these components represents different needs that should be considered in the development of a

state evaluation design. The two components that will be considered in this study are vocational education and bilingual vocational education.

As with general education, a primary purpose for evaluation of vocational education is a basis for funding. The 1963 Vocational Education Act, as amended in 1968 and 1976, mandated that evaluation be included in the vocational education system. Evaluation of vocational education has been implied since the passage of the Smith-Hughes Act of 1917. This act required the creation of the State Board of Vocational Education and the preparation of plans outlining necessary qualifications of instructors, facilities, equipment, and supplies to be used in the course of studies and teacher training plans. This board was to submit a report to the federal government outlining the year's accomplishments and detailing how the funds were spent. Each state complied, but the data were not collected in a usable manner (Datta, 1979).

The 1968 Vocational Education Amendment (VEA), which mandated for a more structured type of evaluation, was an outgrowth of the Great Society's manpower and poverty programs (Evans, 1974). The other educational phenomenon that affected educational evaluation was the demand for accountability in education. According to Evans (1974), "it is hard to determine if the increase in evaluation

caused the demand for accountability or the increased demand for accountability caused an increase in evaluation."

Hoyt (1976) suggested that the total educational system has a new permanent component--evaluation. This is supported by the 1970 reorganization of the United States Office of Education that centralized evaluation staff and funds, housing them in the Office of Planning, Budgeting, and Evaluation (OPBE). This was the beginning of mandated third party evaluation for federally funded educational programs. The creation of the OPBE was technically the beginning of the thrust of program evaluation into the educational domain. The actual statewide program evaluation models still represent "process" (Starr, 1970). This is exemplified by the models of Florida (1980) and California (1979). Starr stated that the "state model for vocational evaluation is best exemplified by a process-product evaluation." The 1976 VEA offered the latest support for the implementation of evaluation of the federally funded projects.

Programs funded by the 1976 VEA required the inclusion of evaluation for vocational guidance and counseling personnel, preservice, and inservice training, renovation of facilities, grants to overcome sex bias,

and funds to assist state planning. The amendments also created new evaluation and accountability requirements (Datta, 1979).

To meet the new requirements, the State of Florida has developed a process model for the evaluation of vocational education programs (1980-81). Illinois (Bulletin #35-971), Massachusetts (1969), Ohio (1973-74), New Jersey (1977) also have or are in the process of developing models to evaluate their vocational education programs. These models are process or process-product evaluation and have three major areas of concern: (a) staff, (b) materials, equipment and supplies; and (c) curriculum. The general purpose of all of these models is to provide states with information that will enable them to improve and/or make decisions on their vocational education programs.

General education and vocational education have been evaluated with reference to local and national criteria and standards. The new member of the family, bilingual vocational education, has yet to be fully evaluated on a state or national level.

The purpose of BVE is to provide training to persons of Limited English Proficiency (LEP) who are unemployed or underemployed and unable to benefit from traditional English training (Abstract of the Bilingual

Vocational Training Grants, 1978, Bureau of Occupational and Adult Education, Division of Research and Demonstration Branch). The additional aim of BVE is to improve the English of participants during the time they are learning a skill.

The objectives, as synthesized by this researcher from the review of federal and state project materials, are:

1. To provide transitional BVE training till such time as they can enter the traditional VE.

2. To provide English as a Second Language (ESL) training concurrently with vocational training

3. To provide students with entry level skills for the occupation of their choice

4. To provide students with vocational English skills in both oral and written areas of communication

5. To provide students with skills to pass licensing or certification examinations as necessary and

6. To provide hands-on experience for those students who need it in order to obtain the occupational skills (Occupational Instruction for Limited English Speaking Ability LESA, No. 81702 and 81705, New York City; Bilingual Training Out-of School Youth and Adults in Occupational Areas, Grant No. G-007702037, Westbury,

New York; An Exemplary Program of Expanded Bilingual Occupational Education Opportunity by way of the Team Teaching Approach, Project No. COTQ-D-721 and CO77-D-721; Bilingual Chinese Chef Training Program, New York City: 1978-79 Interim Report; Bilingual Vocational Guidance and Education, Needs Assessment in Michigan, Eastern Michigan University, Contract No. 33C8-7442-6; Fitchburg State College Bilingual Vocational Training Program, 1976).

The five state models identified as having reference to LEP students represent three types of models:

1. Michigan

   Needs Assessment (a determination of need)

2. New York, Delaware, and California

   Process Models (a look at the treatment rather than the outcome)

3. Colorado

   Discrepancy Model (to identify gaps between objectives and actual situations)

These models, though different, meet the 1977 VEA requirements for developing an evaluation model by 1982 for the LEP population enrolled or desiring enrollment in VE programs.

The process models identified the following areas for state level evaluation: instruction (not necessarily

bilingual), facilities, materials, equipment, supplies, recruitment, counseling, placement, follow-up, demographic data, admission procedures, teacher qualifications, inservice courses for staff, advisory council, student organizations, program completers and leavers, and support services. The methodology used in each model to determine if the student's needs in this area are being provided are different. For example, the Delaware and Colorado models evaluate instructional materials in different ways.

Delaware and Colorado refer to the needs of the LEP students enrolled in vocational programs in their general vocational program evaluation models. These models emphasize process evaluation procedures, a form of evaluation that is often used by the state evaluators when reviewing vocational programs, i.e., New York, Maine, and California. The process models that are employed in the various states do not use a uniform set of standards and criteria that could be used for comparison of programs between states. The models of Delaware and Colorado provide an example of this in their methods of evaluating instructional materials.

The instructional materials are evaluated by the Delaware state evaluation personnel using the state model in reference to bias toward sex, race, LEP, disadvantaged,

handicapped, and minority groups. The Colorado evaluation personnel, using their state model, refer only to sex fairness of school publications, promotional brochures, and literature contents. The Colorado model also includes the review of tests to eliminate those containing sex bias.

Although both states refer to the needs of the LEP in vocational education, only the Delaware model includes their needs with reference to instructional materials. This example shows that the lack of uniform standards and criteria for evaluation permits the individual states to determine the areas for investigation in reference to needs of all vocational students, including the LEP.

The State of Florida Vocational Education Instructional Program Review, a process evaluation model that was being employed by the Bureau of Vocational Research, Dissemination and Evaluation consultants for program review of all programs, did not include the specific needs of the LEP students. In addition, the standards and criteria necessary for school programs to be refunded were only those necessary for Full Time Equivalent (FTE) funding (Harrell, Interview, 1981). The Bilingual Vocational Instructional Program Review Component (BVIPRC) developed during this project is based on the Florida State

Vocational Education Instructional Program Review Model as mandated by the State of Florida, Division of Vocational Education which sponsored this project.

Since no standardized method for the evaluation of BVE (Troike, Interview, 1980; Babcock, Interview, 1980; Hannenburg, Interview, 1980) was identified, a need for validated standards and criteria was perceived for uniform evaluation of Bilingual Vocational Programs (BVP) by state evaluators. The need for BVPs for the LEP students is supported by the finding of Rios and Hansen (1977) who stated that LEP individuals are underemployed, undereducated, and lacking in work experience. They further explained that this population has a "severe disadvantage in preparing for a role as functional citizens; their social and employment roles are extremely limited." To meet the needs of its LEP students, the state of Florida's school districts have established BVPs. These programs, though implemented, have not been examined at the state level to determine if the needs of the LEP students enrolled in these programs are being met (Giehls, Interview, 1980).

Summary of the Review of Literature

The major funding for vocational education and BVE is the 1976 VEA which mandates evaluation of all

funded programs. The states of Michigan, New York, Delaware, California, and Colorado have established vocational education evaluation models that include reference to the needs of the LEP students. The diversity in the models--Needs Assessment, Process Models, and Discrepancy Models--do not provide a standardized methodology for the evaluation of BVE or VE programs with LEP students.

CHAPTER III

METHODOLOGY

The study was conducted in three phases: (a) the identification of additional staff, staff skills, material, equipment, supplies, and curriculum components for Bilingual Vocational Education Programs (BVPs) that are not necessary for traditional Vocational Education (VE); (b) the identification of the standards and criteria which, when met, would result in effective BVPs; and (c) the development of a component of the Vocational Education Instructional Review to be used for the evaluation of BVPs in the State of Florida.

Phase I

The additional needs of BVPs, as compared with traditional VE programs,were identified by the use of a questionnaire. The questionnaire was designed to provide the respondents with the opportunity to express whether or not they believe additional staff, staff skills, materials, facilities, equipment, supplies, and curriculum components are required for BVPs in comparison to those required for traditional VE programs.

The questions that this aspect of the study was designed to answer were as follows:

1. What were the requirements for staff in BVPs in addition to those that are required for traditional vocational staff in the State of Florida?

2. What were the facilities, equipment, and materials needed for the instruction of Limited-English-Proficiency (LEP) students in vocational education in addition to those required for English speaking students in the State of Florida?

3. What curriculum components were needed for the instruction of LEP students in vocational education in addition to those required for the English speaking students?

Phase II

The additional standards and criteria for BVPs were initially identified through the review of literature, interviews, and correspondence. Once identified, these standards and criteria, along with those stated in the Vocational Education Instructional Program Review (1980) for the State of Florida, were also included in the initial questionnaire. The questionnaire was designed to record the participant's belief as to the standards and criteria necessary for effective BVPs in the State of Florida.

The questionnaire was developed to provide the respondents with the opportunity to determine the area to which the standard is most appropriate: BVE, VE, both, or none. For those standards identified as appropriate for BVE or both, the respondents were asked to express the degree to which they agreed that the specified criteria were appropriate for meeting the standard.

The question that this aspect of the study was designed to answer was: What, if any, additional standards and criteria relevant to BVE and VE have not been incorporated into the Florida Program Review?

Phase III

The third phase of this study was the development of a component for the evaluation of BVPs in the State of Florida. This component is composed of three sections to correspond with the Florida Program Review. These three sections include: (a) program self-study; (b) on-site visitation; and (c) post-visit activities; review of findings with Administrator, when possible.

The BVE component includes the standards and criteria identified in part one as relevant to BVE and/or BVE and VE in addition to those in the Florida Vocational Education Program Review. The additional steps that were required for the completion of this section are as follows:

1. Develop the BVE component for the VE Instructional Program Review for Florida

2. pilot test the component

3. revise the component

4. field test revised component and evaluate results

5. prepare final component.

The question that this phase of the study was designed to answer was: Does this component, developed for the evaluation of BVPs in the State of Florida, provide some assurance that effective programs are being conducted? The BVP component was evaluated by the BVP personnel who participated in its pilot and field test efforts. The evaluation consisted of a response form that was completed by the researcher during the on-site conferences during the pilot test and an evaluation form that was completed by the participants during the field test, self-evaluation segment, in the pilot and field test of the BVIPRC.

The pilot test consisted of the participants completing the self-study form and the on-site visit by the researcher. During the on-site visit of post-visit activity, the researcher and the participant(s) conferred on the reliability of interpretation of the instrument and validity of the standards and criteria. Each standard

and criteria were reviewed by the participant(s) and researcher to evaluate the respondent's interpretation of the standard and criteria. Additionally, the participant identified the area to which the criteria were most relevant, i.e., BVE/VE, BVE only, ESL only, or not appropriate for vocational programs with LEP students enrolled. Any qualifying statements that were made by the respondents were also noted.

The data obtained from the validation of the criteria for their standards were analyzed by cumulative frequency and percentage. Each criterion that was selected by a minimum of 60% of the respondents for BVE/VE plus BVE only was perceived as valid by the respondents.

The field test of the BVIPRC consisted of the participants completing the revised self-study form and the instrument evaluation form plus the on-site visit by the researcher. During the on-site visit, or post-visit activity the researcher and the respondents reviewed the instrument to evaluate the reliability of its interpretation. The evaluation forms were collected and reviewed at a later date.

The analysis of data from the evaluation of the BVIPRC was by cumulative frequency and percentage. The respondents who evaluated the instrument expressed their belief as to whether or not the objective, as

stated in the evaluation instrument, had been met by the implementation of the BVIPRC. An objective was perceived as met when 60% of the responses "agreed" that it was reached. The instructions for the evaluation of the BVIPRC also requested the participants to make suggestions on the areas to be included or methods of program review that would improve the BVIPRC.

Identification of Bilingual Vocational Education Programs in Florida

The initial programs and population for this study were identified through a survey of the educational districts in Florida. Vocational Directors or Program Administrators were interviewed in each of the 67 districts and 33 community colleges in the State of Florida. The results of the analysis of the information from the interviews identified 12 programs, two of which were not refunded for the 1980-81 school year. Additional programs and staff were identified during the study by chaining.

Selection of Programs for the Population

Staff members in the initial BVPs in the State of Florida were requested to participate in the study. The programs selected were those whose staff were willing to participate. Since the total population--the staff in each identified program--was requested to participate, the sampling procedure was eliminated.

The final phase of this study, the development of the BVE component of the Vocational Education Program--Review--required the identification of two groups of participants to provide pilot testing and field testing. The initially identified personnel were used in the pilot test. The field test was conducted with the newly identified personnel. The new participants were identified by chaining, the requesting of the initial participants to designate additional BVE staff within their school or at other locations. This provided for further validation of the instrument reliability of interpretation and validity of the standards and criteria by personnel that had not been contaminated by previous exposure to the instrument.

Research Design

The identification of additional staff members, staff skills, materials, equipment, supplies, curriculum components, standards and criteria for effective BVE in the State of Florida was completed by the use of a questionnaire that was administered by the researcher. The steps taken to complete this part of the study were as follows:

1. A questionnaire (QI) was designed to obtain a consensus on the additional requirements of BVPs in the State of Florida. The initial draft of the questionnaire provided an opportunity for the respondents to make additions, deletions, and changes.

2. The questionnaire (QI) was reviewed by a committee of experts in one or more of the following areas: vocational education, bilingual education, evaluation and/or statistics. The questionnaire was revised following the committee review.

3. The revised questionnaire (QII) was further reviewed by individuals knowledgeable in BVE to determine which items or area(s)--if any--were unclear. The questionnaire was revised as needed following the review.

4. The questionnaire (QIII) was pilot tested on a representative group outside the State of Florida, in order to prevent contamination of the limited identified population. This questionnaire was revised as needed following the pilot test. No relevant data were collected.

5. The questionnaire (QIV) was administered to the BVE personnel who agreed to participate in the identified programs in the State of Florida. The appropriate administrative personnel were contacted in order to obtain permission to collect data from program personnel. The information obtained from the analysis of the questionnaire (QIV) identified the additional needs to BVPs as compared to those of regular VE programs.

The BVE component of the Vocational Education Program Review for the State of Florida was developed in three parts to correspond to the Florida model. The

parts of the BVE component are: (a) self-evaluation; (b) on-site evaluation; and (c) post-evaluation conference. The component was designed to be incorporated into the existing program review format. Those standards and criteria that were identified in the first part were utilized in this portion of the study.

Validity and Reliability of the BVE Component

The Bilingual Vocational program personnel in Florida who responded to the Questionnaire (QIV) established the validity of the criteria and standards for the BVE component to the Vocational Education Program Review for the State of Florida. The length of the questionnaire and the complexity of the responses were handled in the following manner:

1. The questionnaire (QIV) was administered on a one-to-one basis when feasible.

2. Precompletion conferences were held with those staff members with whom a one-to-one could not be conducted.

3. Thirty-three percent of the total respondents were requested to begin the questionnaire at different points in order to eliminate the problem of concurrent error that may have occurred due to the length of the questionnaire. The remaining 67% of the participants began the questionnaire at the beginning.

The reliability of interpretation and content validity of the BVE component to the Vocational Program Review for the State of Florida was established during the field testing of the BVE component in the following way:

1. The first schools from the list of BVPs in Florida were contacted and permission obtained to conduct the pilot test. Additional school administrators were contacted during the study, using the chaining methodology.

2. Three participants, in each school, were strived for to provide for comparison of the standards and criteria found valid and the interpretation reliability of the instrument perceived within each group. In the event that there were not three, the on-site visit between participant(s) and researcher observation at the site was used for comparison.

3. A letter explaining the procedures was mailed to the participating staff. The letter included the self-evaluation section of the BVE component. The participating personnel for the pilot test were requested to complete the form prior to the on-site program review.

Analysis of the Data

Part I--The Questionnaire (QIV) Analysis. The data obtained from the questionnaire were analyzed to determine the respondents' beliefs in reference to the

additional needs standards and criteria necessary for effective BVPs within the State of Florida, as compared to the standards and criteria for regular VPs.

Phase 1--Program Requirements for BVPs

Staff. The participants were requested to express their opinions as to the appropriate ratio of students to staff in teaching effective BVE and traditional VE programs in the State of Florida. An average of the responses received from the staff of each school participating was computed; the averages obtained from this computation were then used to obtain a statewide average.

The data were used to determine the number of students per staff member that the respondent indicated would be a minimum,in order to ensure quality BVPs and VEPs. The researcher used the data to determine if there was a need for additional staff in delivering a BVP as compared to a traditional VP by comparing the number of students who could be effectively served by each staff member. An average was computed by school and for all programs.

Staff skills, curriculum components and materials. The requirements for additional staff skills, curriculum components, and materials for BVPs,as compared with traditional VPs were determined by the use of data from

the questionnaire. The response scale for this section of the questionnaire ranged from necessary to not necessary. A component or material was required in the delivery of quality BVPs, if a minimum of 60% of the responses from the participants indicated that it was necessary.

Facilities, equipment and supplies. The need for additional facilities, equipment, and supplies required for BVE, as compared to traditional VEPs, was determined by the use of an interval scale of less, the same, or more. The need for additional facilities, equipment, and supplies was considered to be necessary by the participants for effective instruction of the LEP in the event that a minimum of 60% of the responses were "more." Participants were also asked to identify the specific skills, facilities, equipment, and/or supplies that were required, when they perceived a need for "more" or "less."

Part II--The Standards and Criteria Necessary for Effective BVPS

The standards and criteria, which, when met, that would provide effective BVPs in the State of Florida were determined by three analyses. The first analysis determined the relevance of each standard to BVE. The participants responded on a four-point nominal scale of BVE, VE, both or none. A standard was considered necessary for effective BPs in the event that BVE or both was selected by a minimum of 60% of the respondents. For those standards identified as necessary for BVP or both, the criteria were then rated on

two scales.

The first scale, a five-point interval scale of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD) was used to determine the validity of the criterion for meeting the standard. In addition, the respondents who selected SA or A responded to a second scale of "both" (VE or BVE programs) or "BVP" only. This scale was used to determine if the respondents, who agreed that the criterion was necessary to meet the standard, believed that it was relevant in meeting the needs of all students or only the LEP students.

A criterion was considered to be valid for the standard if a minimum of 60% of the responses selected SA and/or A. The criterion was considered relevant exclusively to BVE, if a minimum of 60% of the responses were BVE only.

The BVIPRC was reviewed to determine the consensus and/or discrepancies between responses to the self-evaluation form of the teachers and the observations of the researcher. The consensus was required to determine the validity of the standards and criteria for BVPs and/or VEP with LEP students, and the reliability of the interpretation of the instrument was further examined through the use of personal interviews during the on-site visit and/or post-visitation conference. Thus, the responses provided for the establishment of consensus and/or discrepancy on the interpretation of a specific item requested on the self-

evaluation and on-site evaluation forms.

The standards and their criteria identified and validated were included in the BVIPRC. Criteria that were found to be invalid were included in the BVIPRC for the purpose of allowing school personnel to check off those procedures they were employing to meet the needs of LEP students. An example of these invalid criteria was the use of target language textbooks.

The final analysis of data for this study was the information obtained from the evaluation of the BVIPRC. The evaluation of the component was conducted to determine if the data obtained from the BVIPRC would provide an indication as to whether or not the programs were meeting the objectives of program review as specified by the state of Florida in its Five Year Mini Plan 1978-79, based on the State of Florida Five Year Plan. An objective was perceived as met when a minimum of 60% of the respondents agreed. In addition, the participants revalidated the standards and criteria as appropriate for the evaluation of BVPs and vocational programs with LEP students. The standards and criteria were perceived as valid if a minimum of 60% of the selected responses to the question were "Yes" using a "Yes" or "No" scale.

CHAPTER IV

RESULTS AND DISCUSSION

In this chapter, the researcher presents the findings of the study based on the statistical analysis of data obtained from the three parts of the study. The first part included the administering of the questionnaire designed to identify the additional needs of Bilingual Vocational Programs (BVPs), programs with Limited English Proficiency (LEP) students enrolled, as compared to traditional Vocational Programs (VP), programs with English Speaking (ES) students enrolled, and to identify the standards and criteria, which, when met, would indicate that effective Bilingual Vocational Education (BVE) and/or VE for the LEP students was being provided.

The second part of the study was the pilot testing of the Bilingual Vocational Instructional Program Review Component (BVIPRC) which contained the standards and criteria identified by the analysis of data obtained during the administration of the questionnaire. The pilot test additionally provided for the revalidation of the standards and criteria perceived by the initial respondents as necessary for effective BVPs. The BVIPRC design was based on the

Florida Vocational Instructional Program Review process model that provided self-evaluation, and on-site review sections.

The third segment of this study was the field testing of the revised BVIPRC and its evaluation. In addition, the population that participated in the study and their educational institutions are shown in Tables 1 and 2.

Table 1 shows the types of schools whose staff participated in this study and the types of programs they employ in the instruction of the LEP students enrolled. The schools included high schools, community colleges, adult education programs, and vocational technical centers. The requirements of these school programs included ESL instruction and minimum English competency attained by students prior to admission to vocational class, to instruction mainly in the target language.

The instructional personnel who participated in this study represented bilingual and monolingual administrators, bilingual and monolingual instructors in the areas of VE and ESL. Table 2 shows the distribution of participants by areas and languages spoken. A total of 69 BVE staff participated in the three part study, of whom 35 participated twice, responding to the questionnaire and pilot test of the BVIPRC. The remaining 34

Table 1

Types of Schools and Programs in Which Participants Are Employed

Programs	Levels			
	High School	Community College	Adult Education	Vocational Technical
VE with ESL	2		2	
VE with bilingual instructor in at least one target language	1		2	
VE in the target language (Spanish)	1		1	
VE (English only)	1		4	
ESL (prior to VE admission)	2	2	1	5

VE = Vocational Education
ESL = English as a Second Language

Table 2

Instructional Areas and Language(s) Spoken by the Instructors of the LEP Students Who Participated in This Study

Area of instruction	Language(s) spoken other than English
Administrator (2)*	None
Administrator (1)	Spanish
Adult Basic Education (2)	Spanish
Air Conditioning (8)	Spanish
Air Conditioning & Heating	None
Commercial Photography	Spanish
Apparel Manufacturing	Spanish
Appliance Repair	None
Auto Mechanics (3)	None
Auto Mechanics	Spanish
Blue Print Reading and Estimates	Spanish
Business Education and Accounting	Spanish
Checker and Casher	Spanish
Child Care	Spanish
Clerical Occupations	German, Japanese
Clerical	Spanish
Clerical (4)	None
Commercial Baking & Decorating	Spanish, French
Cosmetology (2)	Spanish
Drafting	None
Electric Motors	None
English as a Second Language (ESL)	Spanish, French, Italian, Portuguese
ESL (4)	None
ESL	Spanish, French Portuguese, Italian
ESL (2)	Spanish, French
ESL (5)	Spanish
Furniture Upholstery (handicapped)	Spanish, Sign Language
Furniture Upholstery	Spanish
Individualized Manpower Training Laboratory (IMT)--ESL (5)	None
IMT-ESL (2)	Vietnamese
IMT-ESL (2)	French
IMT-ESL	Greek, Spanish

Table 2--Continued

Area of instruction	Language(s) spoken other than English
Learning Management	None
Sewing	Spanish, Italian
Sewing	Spanish
Truck and Bus	None
Typing (3)	Spanish
Welding & Metal Work	None

( )* If more than one, instructor/administrator was described.

respondents participated in the field testing and evaluation of the BVIPRC.

Part I Questionnaire Development and Data Analysis

The questionnaire was developed by the researcher using information obtained from the review of literature, interviews, and correspondence pertaining to vocational evaluation, educational evaluation, and BV evaluation. The questionnaire (QI) was designed to determine the respondents' beliefs as to the additional needs of LEP students enrolled in VPs as opposed to those enrolled in traditional VPs. The questionnaire was also designed to identify the participants' perceptions of the standards and criteria, which, when met, would provide for effective vocational education for the LEP students enrolled.

The initially developed questionnaire (QI) was reviewed by a panel of experts and by representatives from the State of Florida, Bureau of Vocational Research, Dissemination and Evaluation. Their suggestions were then incorporated into the pilot test version of the questionnaire (QII).

The panel of experts suggested revisions in the areas of word clarification and format of the directions. For example, one suggestion was to use the word "effective," rather than "quality" to describe the types of programs desired. The divisions of the

directions into three sections were also suggested to correspond with the requested three responses.

Specific changes that were made based on the recommendations of the representatives from the Bureau of Vocational Research, Dissemination and Evaluation were: (a) removal of suggestion that union representatives be included in the advisory committee; (b) removal of the words "should be" from the questions in which respondents were requested to express their beliefs as to the specific persons, materials, etc., that were required; (c) rewording of the question with reference to the repair of tools and equipment to read, "If tools and equipment break, service is available to repair them"; (c) the removal of the word "job" when speaking of placement of students; and (e) the rewording of job placement statement to read "Equal aid for placement is provided for program leavers and completers.

The revised questionnaire (QII) was pilot tested in New York City to prevent the contamination of the limited identified population within the State of Florida. The participants in the pilot test were instructors and administrators in BVPs and VPs with LEP students enrolled. The respondents represented the areas of BVE, ESL for vocational students and monolingual vocational instructors with LEP students enrolled in their programs.

The pilot test of the questionnaire (QII) was conducted as a one-to-one with each respondent, when possible. In the event that a one-to-one between the researcher and the participant was not possible, a precompletion conference was held. Additionally, a critique form (Appendix D) was provided. The form gave respondents an opportunity to express whether or not they believed that the questionnaire was properly structured with reference to cover sheet and directions and if the standards and criteria would, if met, provide effective BVE or VE for LEP students. The respondents were also asked to make any additional comments directly on the questionnaire as they reviewed it.

The responses of the pilot test participants showed: (a) 100% of the respondents believed the cover sheet was appropriate, (b) 100% of the respondents believed the oral directions given by the researcher were appropriate, and (c) 75% of the respondents believed the written directions were appropriate. The 25% who did not believe the directions were appropriate suggested that they be made clearer, but no constructive suggestions were made. An objective was perceived as met when a minimum of 60% of the respondents selected "yes" on a yes or no scale.

One hundred percent of the respondents believed the standards were appropriate for BVE or VE with LEP

students enrolled. However, 75% of the respondents believed the criteria were appropriate. A minimum of 60% agreement was necessary for these criteria to be deemed valid by the respondents. The suggested changes incorporated into the questionnaire were as follows: (a) a section was developed for the specific identification of the additional needs for BVE or VE programs with LEP students for staff, staff skill, material equipment, supplies, facilities, and program components; (b) the list of suggested members of the advisory committee was expanded to include community leaders and retired employees; (c) the word "dominant" in reference to the language of the LEP, was changed to "target" language throughout the questionnaire; (d) the suggested areas for reviewing materials for discrimination was increased by the area of handicapped and religious groups were removed; (e) the types of students encouraged to enter the program were increased by "LEP" and "handicapped"; and (f) the suggestion of "religious groups living in the area" was removed for the field test version of the questionnaire. The revised questionnaire (QIII) was then administered to the identified vocational staff/support staff for BVP and VPs with LEP students enrolled.

The first part of the revised questionnaire (QIV) was designed to determine the additional needs of LEP students enrolled in VP. The areas addressed

by this portion of the questionnaire were: staff requirements, instructor skills, facilities, equipment, supplies, curriculum components and special materials.

Additional Needs of Bilingual Vocational Programs

The participants were requested to express their opinions as to the appropriate ratio of students to staff in teaching BVE and traditional VE programs in the State of Florida. An average of the responses was calculated for each school whose staff participated in the study. These averages were used to obtain a statewide average for each staff position identified.

The comparison of the number of students, ESL and English Speaking (ES), provided an indication to the additional staff necessary in the effective instruction of LEP students as compared to ES enrolled in VE programs. Table 3 shows the state average that was calculated from the responses of the participants in reference to the number of LEP and ES students who are effectively served by each staff member.

The responses of the participants indicated that nearly twice as many ES students as LEP students can be served by a monolingual instructor, the averages being 15.2 and 8.8 respectively. The respondents reported that the bilingual teacher could serve slightly more LEP students ($\bar{X}$ = 9.3) than the monolingual teacher,but also slightly fewer ES students ($\bar{X}$ = 14.2).

Table 3

Ratio of Staff to Students Required in the Instruction of Limited English Proficiency Students as Compared to English Speaking Students.

	Staff Member	ES	LEP
1.	Vocational Instructor who speaks English only	15.2	8.8
2.	Vocational Instructor who speaks English and target language(s)	14.2	9.3
3.	Paraprofessional who speaks English only	15.2	12.4
4.	A Paraprofessional who speaks English and target language	14.0	12.2
5.	ESL Instructor		15.2
6.	Guidance Counselor who speaks English only	117.0	110.0
7.	Guidance Counselor who speaks English and target language(s)	118.5	102.5
8.	Occupational Specialist who speaks English only	83.0	82.3
9.	Occupational specialist who speaks English and target language	71.5	71.5
10.	Community volunteer who speaks English only	11.5	10.0
11.	Community volunteer who speaks English and target language(s)	12.7	11.2

The support personnel, paraprofessionals, guidance counselors, etc., were also indicated as being able to effectively serve larger numbers of ES than LEP students. An example was the English speaking paraprofessional who was perceived as effectively serving an average of 15.2 ES students but only an average of 12.4 LEP students.

The ESL instructor was reported as being able to effectively serve an average of 15.2 LEP students. The respondents believed that there is a need for an additional vocational instructor and ESL instructor to serve the same number of LEP as ES students.

Staff Requirements, Curriculum Components and Materials

The data that provided for the identification of the additional needs for staff skills, curriculum components, and materials for VE programs with LEP students enrolled were obtained from the questionnaire (QIII). The questions were designed to identify the additional needs of the VE programs with LEP students on a three point response scale of necessary, not necessary, and undecided. A skill, component, material, equipment or supply was considered to be required in the delivery of effective BVPs, if a minimum of 60% of the responses were "necessary." The 60% minimum response used throughout this study provided for a 10% error factor and a 50% more working majority as to the validity of the identified factors. The percentage was calculated on the number of responses to each question and not the total number of participants, because participants

Table 4

Language Skills Necessary for Instructors of Limited English Proficiency Students

Cultural Skills	Scale	Educational Programs 1 f	1 %	2 f	2 %	3 f	3 %	4 f	4 %	5 f	5 %	6 f	6 %	7 f	7 %	8 f	8 %	Total CF	Total %
3. The BVE staff speak and understand the target language(s)	N			2	50.0	1	100	2	100	1	100	8	88.9	10	83.3	9	100	33	82.5
	NN	2	100	1	25.0							1	11.1	1	16.7			3	8.3
	U			1	25.0														
4. The BVE staff read and write the target language(s)	N			3	75.0	1	100			1	100	8	88.9	10	83.3	8	88.8	31	77.5
	NN	2	100	1	25.0							1	11.1			1	11.1	5	12.5
	U							2	100					2	16.6			4	10.0

f = Frequency that responses were selected within the school
CF = The total number of times the response was selected by all schools
N = The skill is necessary for the instructor of Limited English Proficiency Students (LEP)
NN = The skill is not necessary for the instructors of LEP students
U = The respondent was not sure if the skill was necessary for instructor of LEP students

Table 5

Cultural Skills Necessary for the Instruction of Limited English Proficiency Students in Florida

Cultural Skills	Scale	Educational Programs 1 f	1 %	2 f	2 %	3 f	3 %	4 f	4 %	5 f	5 %	6 f	6 %	7 f	7 %	8 f	8 %	Total CF	Total %
1. The BVE staff is sensitive to students' cultural attitudes towards learning.	N			4	100			2	100	1	100	9	100	9	75.0	7	77.8	34	85.0
	NN	2	100			1	100							1	8.3	2	22.2	4	10.0
	U													2	16.7			2	5.0
2. The BVE staff is sensitive to students cultural beliefs about social structure including family & authority figures.	N	2	100	3	75.0			2	100	1	100	8	88.9	7	58.3	7	77.8	30	75.0
	NN			1	25.0	1	100							4	33.3	2	22.2	8	20.0
	U											1	11.1	1	8.3			2	5.0
3. The BVE staff is sensitive to cultural stigma associated with some words or expressions.	N	2	100	3	75.0			2	100	1	100	6	66.7	11	91.7	7	77.8	32	80.0
	NN					1	100					1	11.1	1	8.3	1	11.1	4	10.0
	U			1	25.0							2	22.2			1	11.1	4	10.0

Scale

f = Frequency that responses were selected within the school
CF = The total number of times the response was selected by all schools
N = The skill is necessary for the instructor of Limited English Proficiency Students (LEP)
NN = The skill is not necessary for the instructors of LEP students
U = The respondent was not sure if the skill was necessary for instructor of LEP students

were requested to leave blank those responses that they were not able to answer knowledgeably. The questionnaires were administered one-to-one when possible and reviewed by the researcher when this was not possible. This procedure reduced and possibly eliminated the missing data.

Instructor Skills

The data obtained from the responses were analyzed using a 60% minimum response to identify a skill as being perceived as necessary by the participants. Table 4 shows that it was considered advantageous by the participants for the instructor of LEP students to speak, understand, read, and write the target language. Table 5 shows that the instructor's understanding of the students' culture in reference to attitudes towards learning (85.0), social structure (75.0), and specific word stigma (80.0), was necessary.

Facilities, Equipment, and Supplies

The date obtained from the responses were analyzed using the 60% minimum response to identify whether the respondents perceived a need for additional facilities, equipment, and supplies. As shown in Table 6, the facilities, equipment, and supplies necessary for the instruction of LEP students, as compared to those necessary for the ES students, were believed to be the same by a minimum of 70% of those who responded.

Table 6

Facilities, Equipment, and Supplies Necessary for the Instruction of LEP Students

Facilities Equipment Supplies	Scale	Educational Programs																Total	
		1		2		3		4		5		6		7		8			
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	CF	%
1. The facilities	M	1	50.0											2	22.2			3	8.3
	L													1	11.1			1	2.7
	S	1	50.0	4	100	1	100	2	100	1	100	9	100	6	66.6	9	100	32	86.0
2. The equipment	M	1	50.0	2	50.0							1	12.5	2	22.2			5	14.3
	L			2	50.0							1	12.5					2	5.4
	S	1	50.0			1	100	2	100	1	100	7	87.5	7	77.8	9	100	28	80.0
3. The supplies	M	2	100											5	55.6	1	11.1	9	25.0
	L															1	11.1	1	2.8
	S			4	100	1	100	2	100	1	100	7	87.5	4	44.4	7	77.7	26	72.2

Scale:

M = More
L = Less
S = Same

f = Frequency that response was selected within the school
% = The percentage of times the response was selected by those who responded to the questionnaire
CF = The total number of times that response was selected by all the respondents

The following are examples of statements made by [56] the respondents who believed there was a need for additional facilities (8.3%), equipment (14.3%), and supplies (25.0%).

1. Additional facilities for small groups to be served.

2. Additional equipment for ESL instruction.

3. Additional supplies (paper, workbooks, etc.) for the ESL component.

Curriculum Components

The components necessary in the instruction of LEP students enrolled in vocational education programs and not for ES are shown in Table 7. A component for English Language skills was considered necessary by 100% of the participants. The need for cultural understanding was considered necessary by 87% of those who responded to the question.

Special Materials for the Instruction of LEP Students

Table 8 shows that the respondents perceived that the instruction of LEP students requires ESL materials (84.6%), bilingual audiovisual materials for the occupational area (84.6%). In addition, the table shows that the respondents did not perceive a need for bilingual (55.0%) or target language textbooks (44.7%). The need for bilingual or target language textbooks was then analyzed in reference

Table 7

Additional Curriculum Components Necessary for the Instruction of LEP Vocational Education Students

Curriculum	Scale	Educational Programs 1 f	1 %	2 f	2 %	3 f	3 %	4 f	4 %	5 f	5 %	6 f	6 %	7 f	7 %	8 f	8 %	Total CF	Total %
1. Language improvement component(s)	N	2	100	4	100	1	100	2	100	1	100	9	100	2	100	9	100	40	100
	NN																		
	U																		
2. Cultural understanding component(s)	N	2	100	4	100	1	100	2	100	1	100	8	88.8	9	75.0	8	88.9	35	87.5
	NN											1	11.1	2	16.7	1	11.1	4	10.0
	U													1	8.3			1	2.5

Scale:

f = Frequency that responses were selected within the school
CF = The total number of times the response was selected by all schools
N = The skill is necessary for the instructor of Limited English Proficiency Students (LEP)
NN = The skill is not necessary for the instructors of LEP students
U = The respondent was not sure if the skill was necessary for instructor of LEP students

Table 8

Special Instructional Material Needed for LEP Students

	Scale	Educational Programs 1 f	1 %	2 f	2 %	3 f	3 %	4 f	4 %	5 f	5 %	6 f	6 %	7 f	7 %	8 f	8 %	Total CF	Total %
The material necessary for effective BVE programs, but not for VE are:																			
1. Bilingual textbooks.	N			2	50.0	1	100			1	100	3	33.3	8	66.7	7	77.8	22	55.0
	NN	4	100	2	50.0			2	100			6	66.7	3	25.0	2	22.2	17	42.5
	U													1	8.3			1	2.5
2. Textbooks in target language only.	N			1	25.0					1	100	1	12.5	8	66.7	6	75.0	17	44.7
	NN	2	100	3	75.0	1	100	2	100			7	87.5	3	25.0	2	25.0	20	52.6
	U													1	8.3			1	2.6
3. English language materials prepared for students with Limited English Speaking Ability (LESA).	N	2	100	3	75.0	1	100			1	100	9	100	11	100	6	66.7	33	86.8
	NN							2	100							3	33.3	5	12.8
	U			1	25.0													1	2.6
4. Audio-visual materials that are specific for the occupational training of the LESA.	N	2	100	3	75.0	1	100			1	100	7	77.8	12	100	7	87.5	33	84.6
	NN			1	25.0			2	100			1	11.1			1	12.5	5	12.8
	U											1	11.1					1	2.6
5. Translation of vocational material prepared by staff:	N	4	100	4	100	1	100			1	100	7	77.8	8	72.7	7	87.5	30	78.9
	NN							2	100			1	11.1	3	27.3	1	12.5	7	18.4
	U											1	11.1					1	2.6

Scale:
- f = Frequency that responses were selected within the school
- CF = The total number of times the response was selected by all schools
- N = The skill is necessary for the instructor of Limited English Proficiency Students (LEP)
- NN = The skill is not necessary for the instructors of LEP students
- U = The respondent was not sure if the skill was necessary for instructor of LEP students

to the types of programs the participants represented: BVE and ESL. Table 9 shows that 61.3% of the BVE staff considered it necessary to have bilingual textbooks, whereas 33.3% of the ESL staff considered it necessary to have them. The target language textbooks were not rated as being necessary by the ESL (10%) or BVE (51%) groups.

Summary of the Additional Needs of BVPs

Responses to the first section of the questionnaire referred to the additional needs of BVP in reference to staff, staff skills, facilities, equipment, supplies, and curriculum components. The additional needs of the LEP students enrolled in VPs were perceived by the participants to include:

1. Language skills (for both student and instructor)
2. Cultural understanding (by both students and instructors)
3. A smaller ratio of students to staff

Standards and Criteria for the Objectives of Vocational Programs with LEP Students

As shown in Table 10, standards and their criteria concerning program objectives and materials were considered to be necessary by the respondents. The results of the data analysis are presented in two sets, the requirement that subject matter and objectives meet the specifications

Table 9

Textbooks Required for the LEP Students

Materials	Scale	Education Programs			
		ESL		BV	
		CF	%	CF	%
Bilingual Textbooks	N	3	33.3	19	61.3
	NN	6	66.7	11	35.5
	U			1	3.3
Target Language Textbooks	N	2	10.0	15	51.0
	NN	8	80.0	13	44.0
	U			1	3.4

Code: N= Necessary, NN= Not Necessary, U= Undecided, CF= the total number of times that answer was selected by all the respondents, %= the percentage of the times the answer was selected by all the respondents, ESL - English as a Second Language, BV= Bilingual Vocational Education

Table 10

Program Objective Standard and Criteria

	Scale							
	BVE		VE		BOTH		NONE	
	CF	%	CF	%	CF	%	CF	%
Standard: Program objectives are consistent with Vocational Education Program Course Standards-1980 for the State of Florida	10	27.0	2	5.4	23	62.2	2	5.4

	Scale 1										Scale 2			
	SA		A		U		D		SD		BOTH		BVE	
	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%
Criteria:														
A. The subject matter in this program corresponds to the program description specified in the Vocational Education Program Course Standards for the State of Florida	16	55.1	10	34.5	3	10.3	0	0.0	0	0.0	22	95.7	1	4.4
B. Objectives have been written to cover the subject matter in the program	9	37.5	12	50.0	2	8.3	1	4.2	0	0.0	15	93.8	1	4.2

	Scale							
	BVE		VE		BOTH		NONE	
	CF	%	CF	%	CF	%	CF	%
Standard: Program objectives are consistent with the BVE standards as specified by the major funding source (federal, state, community, other)	5	13.9	5	13.9	25	69.4	1	2.8

Table 10--Continued

	Scale 1										Scale 2			
	SA		A		U		D		SD		BOTH		BVE	
	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%
Criteria:														
A. The subject matter in this program corresponds to the program description specified by the major funding source	9	32.1	19	67.9	0	0.0	0	0.0	0	0.0	24	96.0	4	4.0
B. Objectives have been written to cover the subject matter in the program	11	37.9	17	58.6	1	3.5	0	0.0	0	0.0	22	84.7	4	15.3

Scale:

BVE = The standard is appropriate only for students enrolled in Bilingual Vocational Education
VE = The standard is appropriate only for students enrolled in traditional Vocational Education (the language of communication is English only)
None= The standard is not necessary for an effective BVE and/or VE programs
Both= The identified standard is equally relevant to BVE and VE programs
SA = Strongly Agree that the criterion described would have considerable impact in meeting the standard in an effective BVE program
A = Agree that the criterion described would have a moderate impact in meeting the standard in an effective BVE program
U = Undecided that the criterion described would have any impact in meeting the standard in an effective BVE program
D = Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program

Table 10

Scale -- Continued

SD = Strongly Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program
CF = The total number of times that response was selected by all the respondents
% = Percentage of the total time that response was selected by those who responded to the questionnaire
f = The total number of times the response was selected within the school

Note: The percentage is calculated according to the number of responses to each question and not the total number of participants.

of the sponsoring agency in the State of Florida, and the requirement that the program meets the requirements regarding the subject matter and objectives for the specifications of other funding sources. The first standard, "Program objectives are consistent with VEP Course Standards-1981 for the State of Florida" was found appropriate for both (BVE and VE) by 62.2% of the respondents, and for BVE only by 27.0% of the respondents: a total of 89.2% for BVE plus "both," VE only was believed appropriate by 5.4%. The respondents reported that it was necessary for the standard to be met in an effective BVE and VE program in the State of Florida.

The criteria for the above standard were (a) the subject matter in this program corresponds to the program description specified in the VEP Course Standards for the State of Florida, and (b) objectives have been written to cover the subject matter in the program. These criteria were found relevant (SA plus A) by 89.6% and 87.5% respectively, of the respondents.

The second standard for program objectives that referred to major funding other than state was perceived as relevant to both (BVE and VE) by 69.4% of the responses and only for BVE by 13.9% of the responses. Thus, agreement for the second standard for BVE plus both was 83.3% of the total responses.

The criteria for the second standard were:

(a) the subject matter in this program corresponds to the program description specified by the major funding source, and (b) objectives have been written to cover the subject matter in the program. These were found relevant to the standard by 100% for criteria "a" and 96.6% for criteria "b".

In addition, both program objective standards and their criteria were found relevant to both (BVE and VE) programs. Table 10 shows the analysis of the ratings given by the participants to the program objective standards and their respective criteria.

Instructional Content Standards and Criteria

The analysis of data for the standard and criteria for instructional content are contained in Table 11. The first standard "Courses or units of instruction in this program are based on defined or measurable competencies required for employment," was found relevant to "both" by 65.0% of the respondents, and for BVE by 22% of the respondents. The overall determination of this standard by the participants was that the standard was appropriate for "both" (BVE and VE).

Two of the three criteria for the above standard were: (a) the program provides students with the needed knowledge, skill and attitudes required for employment, and (b) the exit competencies of the student are compatible

Table 11

Instructional Content Standard and Criteria

	Scale							
	BVE		VE		BOTH		NONE	
	CF	%	CF	%	CF	%	CF	%
Standard: Courses of units of instruction in this program are based on defined or measurable competencies required for employment	9	22.5	5	12.5	26	65.0	0	0.0

	Scale 1										Scale 2			
	SA		A		U		D		SD		BOTH		BVE	
	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%
Criteria:														
A. The program provides students with the needed knowledge, skill and attutides required for employment	17	51.5	16	48.5	0	0.0	0	0.0	0	0.0	29	90.6	3	9.4
B. The exit competencies of the student are compatible with current employment practices in the field of training	12	37.5	17	53.1	1	3.1	2	6.3	0	0.0	25	93.0	2	7.0
C. The methods/sources that are used in the development of course or units of instruction are: (rate all choices)														
(1) Task analysis of occupation	10	32.3	18	58.1	2	6.5	1	3.2	0	0.0	25	86.2	4	13.8
(2) Available curriculum guides	10	31.3	17	53.1	2	6.2	2	6.3	1	3.1	20	80.0	5	20.0
(3) Textbooks	6	18.8	22	68.8	3	9.8	1	3.1	0	0.0	21	80.8	5	19.2
(4) Learning Task analyses	7	22.6	18	58.1	6	19.4	0	0.0	0	0.0	18	85.7	3	14.3

Table 11--Continued

	Scale 1										Scale 2			
	SA		A		U		D		SD		BOTH		BVE	
	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%
(5) Subject matter expert interviews	7	22.6	20	64.5	3	9.7	1	3.2	0	0.0	23	88.5	3	11.5
(6) Subject matter expert committees	7	22.6	12	38.7	10	32.3	2	6.5	0	0.0	16	94.1	1	5.9
(7) Observation of workers in occupational area	12	38.7	11	35.5	6	19.4	2	6.5	0	0.0	20	90.9	2	9.1
(8) Special needs of students	15	48.4	12	38.7	4	12.9	0	0.0	0	0.0	25	92.6	2	7.4
(9) Special characteristics of students	14	43.8	9	28.1	9	28.1	0	0.0	0	0.0	17	81.0	4	19.1

Scale:

BVE = The standard is appropriate only for students enrolled in Bilingual Vocational Education
VE = The standard is appropriate only for students enrolled in traditional Vocational Education (the language of communication is English only)
Both = The identified standard is equally relevant to BVE and VE programs
None = The standard is not necessary for an effective BVE and/or VE program
SA = Strongly Agree that the criterion described would have considerable impact in meeting the standard in an effective BVE program
A = Agree that the criterion described would have a moderate impact in meeting the standard in an effective BVE program
U = Undecided that the criterion described would have any impact in meeting the standard in an effective BVE program
D = Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program
SD = Strongly Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program
CF = The total number of times that response was selected by all the respondents
% = Percentage of the total time that response was selected by those who responded to the questionnaire
f = The total number of times the response was selected within the schcol

Table 11

Note: The percentage is calculated according to the number of responses to each question and not the total number of participants.

with current employment practices in the field of training. Both criteria were found to be relevant for meeting the standard, 100% and 90.6% respectively, by the respondents. "Relevant" was defined here as a criterion whose respondents selected SA plus A a minimum of 60% of the time.

The additional criterion "The methods/sources that are used in the development of course or units of instruction are" was found relevant for the standard by the participants as follows: (a) analysis of occupation (90.4%), (b) available curriculum guides (84.3%), (c) textbooks (87.4%), (d) learning task analysis (80.7%), (e) subject matter interviews (87.1%), (f) subject matter expert committees (61.3%), (g) observation of workers in occupational area (74.2%), (h) special needs of students (87.1%), and (i) special characteristics of students (71.9%). The above stated standard and its criteria were also found pertinent to "both" (BVE and VE) programs by the respondents. The responses indicated that there is a need for additional resources when there are LEP students enrolled in VEPs.

Part II The Standards and Criteria Necessary for Effective BVPs

The second part of the questionnaire was concerned with the identification of standards and their criteria, which, when met, would indicate that the program had the proper components for effective VE of the LEP students enrolled.

For this segment of the study the researcher utilized the standards and criteria included in the Florida Vocational Education Instructional Program Review (VEIPR) and those new ones identified by the review of literature, interviews, and correspondence. Three analyses were used in the identification of the standards and criteria necessary for effective BVPs. The standards were analyzed based on a nominal scale of BVE, VE, both, or none data to determine the relevance of each standard to BVE. A standard was considered to be necessary for effective BVPs in the event that "BVE" and/or "both" was selected by a minimum of 60% of the respondents to the question.

Each criterion was rated on two scales, the first, a five point interval scale of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD), was used to determine the validity of the criterion for meeting the standard. The second scale was "Both" (VE and BVE programs) or "BVP" only. The latter scale was used to determine if the respondents who agree that the criterion was necessary to meet the standard believed that it was relevant in meeting the needs of all students or only the LEP students.

The criterion was considered to be valid for the standard if a minimum of 60% of the responses were SA and/or A. For a criterion to be considered relevant exclusively to BVE, a minimum of 60% of the responses had to be BVE only.

The standards and their criteria were organized by program components such as program objectives, instructional content, advisory committee, and staff qualifications. Each standard and its criteria were examined separately to determine the participant's perception as to the relevancy of each standard to BVP and each criterion to the standard and BVE.

The VEIPR for the State of Florida required that the individual program objective be consistent with Vocational Education Program Course Standards for the State of Florida for the purpose of funding and/or refunding. The 1976 VEA and other federal funding sources also require program objectives to be consistent with the objectives of the sponsoring agency. The standards and criteria for program objectives in this study concurred with the requirements to the major funding sources of VEPs in Florida.

Table 12 shows the analysis of data for the standard and criteria for instructional content reference to the "Work Experience" program. During this study, no work experience programs were identified with which to validate the findings. The participants' responses to the needs of the "Work Experience" programs are presented, but it was stated by a majority of the respondents that they were not familiar with "Work Experience" programs. The standard and criteria validated by the participants were not

Table 12

Instructional Content Standard and Criteria "Work Experience"

	Scale							
	BVE		VE		BOTH		NONE	
	CF	%	CF	%	CF	%	CF	%
Standard:								
2. The "Work Experience" program is based on identified student needs	3	8.11	2	5.4	30	81.1	2	5.4

	Scale 1										Scale 2			
	SA		A		U		D		SD		BOTH		BVE	
	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%
Criteria:														
A. The "Work Experience" program was established due to high potential dropout rates of:														
(1) All students	6	21.4	16	57.1	2	7.1	3	10.7	1	3.6	21	91.3	2	8.7
(2) Limited English speaking students	5	17.6	8	28.6	9	32.1	4	14.3	2	7.1	9	81.8	2	18.2
B. The program is continued based on current dropout rates of:														
(1) All students	4	14.3	11	39.3	10	35.71	3	10.7	0	0.0	16	88.9	2	11.1
C. The dropout rates are substantiated by: (rate all)														
(1) School records	9	32.1	14	50.0	4	14.3	1	3.6	0	0.0	19	86.6	3	13.6
(2) Student surveys	4	16.0	16	64.0	3	12.0	2	8.0	0	0.0	15	93.8	1	6.3
D. Dropout rates are recorded by dominant language of the student	2	7.7	7	26.9	9	34.6	5	19.2	3	11.5	5	55.6	4	44.4

Scale: See next page

72

Table 12 Scale:

BVE = The standard is appropriate only for students enrolled in Bilingual Vocational Education
VE = The standard is appropriate only for students enrolled in traditional Vocational Education (the language of communication is English only)
Both = The identified standard is equally relevant to BVE and VE programs
None = The standard is not necessary for an effective BVE and/or VE program
SA = Strongly Agree that the criterion described would have considerable impact in meeting the standard in an effective BVE program
A = Agree that the criterion described would have a moderate impact in meeting the standard in an effective BVE program
U = Undecided that the criterion described would have any impact in meeting the standard in an effective BVE program
D = Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program
SD = Strongly Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program
CF = The total number of times that response was selected by all the respondents.
% = Percentage of the total time that response was selected by those who responded to the questionnaire
f = The total number of times the response was selected within the school

Note: The percentage is calculated according to the number of responses to each question and not the total number of participants.

incorporated into the state model because validation by representatives from the area of instruction was not possible.

The standard "the 'Work Experience' program is based on identified student needs" was found appropriate for "both" by 81.1% of the respondents to the question. The criterion "The 'Work Experience' program was established to high potential dropout rates": (a) all students, and (b) LEP students were found relevant by 78.5% and 46.2% respectively of the respondents. This analysis showed that the respondents believe that LEP students should be included with the main group and not identified separately.

The criterion "The program is continued based on current dropout rates of all students," was not found relevant to BVE Work Experience or Work Experience in general. The responses from the participants indicated that 53.6% believed that the criterion was relevant for the standard. The analyses of data from both groups together further showed the respondent's belief that the criterion "The dropout rates are substantiated by: (a) school records, and (b) student surveys" was found relevant by 82.1% and 80.0% respectively. This criterion was additionally found pertinent to "both" BVE Work Experience and traditional Work Experience programs, with a response of 86.6% (Part a) and 93.8% (Part b).

The final criterion "Dropout rates are recorded by dominant language of the student" was not found relevant for the standard to be met, with a response of 34.6% from the participants. The criterion was also not found pertinent for "both" or "BVE," only "Work Experience" programs with a response of 55.6% and 44.4% respectively.

Advisory Committee Standard and Criteria

Table 13 shows the analysis of the respondents' beliefs as to the composition and functions of an advisory committee for VE Programs with LEP students and/or ES students enrolled. The standard for the advisory committee, "The program is supported by an organized and active advisory commiteee," was identified as appropriate for "both" by 77.5% of the respondents.

The first criterion for the standard was divided into four components. The criterion and its components were "The advisory committees that may serve this program are: (a) one countywide committee for all vocational programs, (b) a specific countywide committee for an occupational area, (c) school/college-wide advisory committee for the specific program only. The criterion was identified as relevant for meeting the standard, in the event that a minimum of 60 of the respondents selected SA plus A.

The analysis of data for the first criterion implied that the respondents did not believe that a county-wide committee for all vocational programs (44.3%) and a school/

Table 13

Advisory Committee Standard and Criteria

	Scale							
	BVE		VE		BOTH		NONE	
	CF	%	CF	%	CF	%	CF	%
Standard:								
The program is supported by an organized and active advisory committee	0	0.0	4	10.0	31	77.5	5	12.5

	Scale 1										Scale 2			
	SA		A		U		D		SD		BOTH		BVE	
	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%
Criteria:														
A. The advisory committees that may serve this program are:														
(1) One countywide committee for all vocational programs	10	32.3	4	12.9	3	9.7	11	35.5	3	9.7	11	91.7	1	8.3
(2) A specific countywide committee for an occupational area	7	24.1	18	62.1	1	3.5	2	6.7	1	3.5	23	100.0	0	0.0
(3) School/college-wide committee for all VPs	2	6.9	11	37.9	1	3.5	10	34.5	5	17.2	12	100.0	0	0.0
(4) An advisory committee for the specific program only	5	19.2	14	53.8	2	7.6	3	6.7	2	4.4	20	95.2	1	4.8
B. The members of the advisory committee should include representation from the following areas:														
(1) Employers	14	46.7	16	53.3	0	0.0	0	0.0	0	0.0	27	100.0	0	0.0
(2) Supervisors and managers	11	36.7	18	60.0	0	0.0	0	0.0	1	3.3	27	100.0	0	0.0
(3) Employees	8	26.7	19	63.3	3	10.0	0	0.0	0	0.0	26	100.0	0	0.0

Table 13--Continued

	Scale 1										Scale 2			
	SA		A		U		D		SD		BOTH		BVE	
	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%
(4) Former students	6	20.7	16	55.2	6	20.7	11	3.5	0	0.0	21	100.0	0	0.0
(5) Present students	1	3.7	15	55.6	1	3.7	9	33.3	1	3.7	17	100.0	0	0.0
(6) Parents (high school level)	2	6.9	18	62.1	6	20.7	3	10.3	0	0.0	19	100.0	0	0.0
(7) Accreditation, licensing, and certification board members	8	26.7	13	43.3	8	26.7	1	3.3	0	0.0	26	95.2	1	6.3
(8) Community leaders	6	20.7	17	58.6	4	13.8	2	6.9	0	0.0	15	93.7	0	0.0
(9) Retired employees	2	6.5	11	5.5	11	5.5	7	22.5	0	0.0	10	100.0	0	0.0
C. The membership of the advisory committee is representative of: (rate all)														
(1) Males	14	46.7	12	40.0	3	10.0	1	3.3	0	0.0	27	100.0	0	0.0
(2) Females	13	43.3	12	40.0	3	10.0	2	6.7	0	0.0	25	100.0	0	0.0
(3) Ethnic groups living in the area	14	46.7	10	33.3	1	3.3	4	13.3	1	3.3	23	95.8	1	4.2
(4) Races living in the area	12	41.4	12	41.4	2	6.9	3	10.3	0	0.0	24	100.0	0	0.0
D. The functions of the advisory committee are: (rate all)														
(1) Identifying employment opportunities for students	8	25.8	23	74.2	0	0.0	0	0.0	0	0.0	31	100.0	0	0.0
(2) Arranging for student use of community resources	5	16.7	23	76.7	2	6.7	0	0.0	0	0.0	28	100.0	0	0.0
(3) Recommending equipment and tools for the program	9	29.0	15	48.4	4	12.9	2	6.4	0	0.0	24	100.0	0	0.0
(4) Identifying cooperative work sites for the students	9	30.0	15	50.0	4	13.3	2	6.7	0	0.0	20	100.0	0	0.0
(5) Evaluating the program	8	26.7	19	63.3	2	6.7	1	3.3	0	0.0	25	100.0	0	0.0

Table 13--Continued

	Scale 1										Scale 2			
	SA		A		U		D		SD		BOTH		BVE	
	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%
(6) Identifying essential competencies for entering occupation	11	37.9	13	44.8	4	13.8	1	3.5	0	0.0	24	100.0	0	0.0
(7) Assisting in cultural understanding	9	32.1	16	57.1	3	10.7	0	0.0	0	0.0	26	92.9	2	7.1
(8) Providing and/or identifying bilingual personnel to assist in the classroom when needed	6	20.7	15	51.7	3	10.3	3	10.3	2	6.9	18	85.7	3	14.3

Scale:

BVE = The standard is appropriate only for students enrolled in Bilingual Vocational Education
VE = The standard is appropriate only for students enrolled in traditional Vocational Education (the language of communication is English only)
Both = The identified standard is equally relevant to BVE and VE programs
None = The standard is not necessary for an effective BVE and/or VE program
SA = Strongly Agree that the criterion described would have considerable impact in meeting the standard in an effective BVE program
A = Agree that the criterion described would have a moderate impact in meeting the standard in an effective BVE program
U = Undecided that the criterion described would have any impact in meeting the standard in an effective BVE program
D = Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program
SD = Strongly Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program
CF = The total number of times that response was selected by all the respondents
% = Percentage of the total time that response was selected by those who responded to the questionnaire
f = The total number of times the response was selected within the school

college-wide advisory committee for all programs (44.8%) was relevant to the standard.

The additional analysis of the data for the first criterion showed that "a specific county-wide committee for an occupational area" and "an advisory committee for the specific program only" were found relevant to the standard by 86.2% and 73.0% of the respondents.

The members of the advisory committee were identified by the participants as relevant were: (a) employers (100%), (b) supervisors and managers (96.7%), (c) employees (90.0%), (d) former students (75.9%), (e) parents (69.0%), (f) accreditation, licensing and certification board members (70.0%), and (g) community leaders (79.3%). The respondents did not believe that the membership of the advisory committee should include (a) present students (59.3%) and retired employees (43.3%).

The third criterion "The membership of the advisory committee is representative of (a) males, (b) females, (c) ethnic groups living in the area, and (d) races living in the area were all found relevant to the standard by a minimum of 80% of the respondents. Additionally each of the components of the criterion was found relevant to "both" by a minimum of 95% of the respondents.

The functions of the advisory committee were identified by the respondents to be as follows: (a) identifying employment opportunities for students (100%),

(b) arranging for students' use of community resources (93.4%), (c) recommending equipment and tools for the program (77.4%), (d) identifying cooperative work sites for the students (80%), (e) evaluating the program (90%), (f) identifying essential competencies for entering occupation (82.8%), (g) assisting in cultural understanding (89.3%), and (g) providing and/or identifying bilingual personnel to assist in the classroom when needed (72.4%). The functions of the advisory committee were additionally identified to be pertinent to "both" by more than 85% of the responses for each component of the criterion identified above.

Staff Qualification Standard and Criteria

The standard "The program is staffed by qualified personnel" was identified as appropriate by 92.3% of the respondents as shown in Table 14. The criteria necessary to meet the standard for effective BVPs were identified by the participants as follows: a program staffed by qualified teachers/instructional personnel in the following areas:

1. Vocational Education (97.3%)
2. Vocational Education and speaks English and target language (89.2%)
3. Instruction of English as a Second Language (ESL) (77.1%)
4. Multicultural understanding (75.0%)

Table 14

Staff Qualifications Standard and Criteria

	Scale							
	BVE		VE		BOTH		NONE	
	CF	%	CF	%	CF	%	CF	%
Standard:								
The program is staffed by qualified personnel	5	12.8	3	7.7	31	79.5	00	0.0

	Scale 1										Scale 2			
	SA		A		U		D		SD		BOTH		BVE	
	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%
Criteria:														
A. The program is staffed by qualified teachers/instructional personnel in the following areas: (rate all areas)														
(1) Vocational Education	17	46.0	19	51.3	1	2.7	0	0.0	0	0.0	29	85.3	5	14.7
(2) Vocational Education, English, and target language(s)	14	37.8	19	51.4	2	5.4	2	5.4	0	0.0	24	82.8	5	17.2
(3) Instruction of English as a second language	13	37.1	14	40.0	1	2.9	3	8.6	4	10.4	19	76.0	6	24.0
(4) Multicultural understanding	11	30.6	16	44.4	5	13.9	1	2.8	3	8.3	17	77.3	5	22.7
B. The teacher/instructional qualifications are validated by: (rate all methods)														
(1) Florida VE Certification (regular or temporary)	20	55.6	14	38.9	2	5.6	0	0.0	0	0.0	33	100.0	0	0.0
(2) Approved by local school board or board of trustees	11	32.4	12	35.3	3	8.8	8	23.5	0	0.0	24	96.0	1	4.0
C. The program is staffed by qualified supportive personnel: (rate all)														

Table 14--Continued

	Scale 1										Scale 2			
	SA		A		U		D		SD		BOTH		BVE	
	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%
(1) Guidance Counselors														
(a) English speaking only	3	8.6	12	34.3	3	8.6	15	42.9	2	5.7	14	93.3	1	6.7
(b) Proficient in English & target language(s)	11	30.6	18	50.0	2	5.6	5	13.9	0	0.0	22	78.6	6	21.4
(2) Occupational Specialist														
(a) English speaking only	3	8.6	13	37.1	3	8.6	15	42.9	1	2.9	15	93.8	1	6.3
(b) Proficient in English & target language(s)	10	27.8	20	55.6	2	5.6	1	2.8	3	8.3	18	94.7	1	5.3
(3) Paraprofessionals														
(a) English speaking only	2	5.9	13	38.2	4	11.8	14	41.2	1	2.9	13	86.7	2	13.3
(b) Bilingual English & target language(s)	12	36.0	17	51.5	2	6.1	2	6.1	0	0.0	20	68.0	9	31.0

Scale:

BVE = The standard is appropriate only for students enrolled in Bilingual Vocational Education

VE = The standard is appropriate only for students enrolled in traditional Vocational Education (the language of communication is English only)

Both = The identified standard is equally relevant to BVE and VE programs

None = The standard is not necessary for an effective BVE and/or VE program

SA = Strongly Agree that the criterion described would have considerable impact in meeting the standard in an effective BVE program

A = Agree that the criterion described would have a moderate impact in meeting the standard in an effective BVE program

U = Undecided that the criterion described would have any impact in meeting the standard in an effective BVE program

D = Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program

SD = Strongly Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program

82

Table 14 Scale: (continued)

CF = The total number of times that response was selected by all the respondents

% = Percentage of the total time that response was selected by those who responded to the questionnaire

f = The total number of times the response was selected within the school

Note: The percentage is calculated according to the number of responses to each question and not the total number of participants.

In addition, these staff qualifications were found pertinent to "both" by 77% or more of the respondents.

The methodology identified by the participants as relevant for the validation of teacher/instructional qualifications are: (a) Florida VE Certification, regular or temporary (94.4%) and/or (b) approved by local school board or board of trustees (67.7%). The two identified methods were believed pertinent to "both" by 100% and 96.0% of the respondents respectively.

The supportive personnel identified by the participants as appropriate for the instruction of LEP students were: (a) guidance counselors who spoke English and target language(s) (80.6%), (b) occupational specialist proficient in English and target language(s) (83.3%), and (c) paraprofessionals proficient in English and target language(s) (87.9%). These criteria were additionally found pertinent to "both" by 68.0% or more of the respondents.

The supportive personnel not found appropriate for the instruction of LEP students were (a) guidance counselors, (b) occupational specialist who spoke English only (45.1%), and (c) paraprofessional who spoke English only (44.1%).

The criteria components not found relevant for the supportive personnel for programs with LEP students were further analyzed by the types of programs the respondents represented, BVE or ESL. Observation of the data shown in Table 15 indicates that the respondents reported that

Table 15

Staff Qualifications by Type of Instructor

		Scale							
		BVE		VE		BOTH		NONE	
		CF	%	CF	%	CF	%	CF	%
Standard:									
The program is staffed by qualified personnel									
		Scale 1							
		SA		A		U		D		SD	
		CF	%	CF	%	CF	%	CF	%	CF	%
Criterion:											
The program is staffed by qualified supportive personnel:	ESL	0	0.0	9	90.0	0	0.0	1	10.0	0	0.0
(1) Guidance											
(a) English speaking only	BVE	3	12.0	3	12.0	3	12.0	14	56.0	2	8.0
(2) Occupational Specialist											
(a) English speaking only	ESL	0	0.0	8	88.9	0	0.0	1	11.1	0	0.0
	BVE	3	11.6	5	19.2	3	11.5	14	53.9	1	3.9
(3) Paraprofessionals											
(a) English speaking only	ESL	1	11.1	6	66.7	0	0.0	2	22.2	0	0.0
	BVE	1	4.0	7	28.0	4	16.0	12	48.0	1	4.0

Scale:

ESL = Staff of English as a Second Language instruction

BVE = Staff of Vocational Programs with LEP students enrolled

SA = Strongly Agree that the criterion described would have a considerable impact in meeting the standard in an effective BVE program

A = Agree that the criterion described would have a moderate impact in meeting the standard in an effective BVE program

85

Table 15 Scale: (continued)

U = Undecided that the criterion described would have any impact in meeting the standard in an effective BVE program

D = Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program

SD = Strongly Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program

CF = The total number of times that response was selected by all the respondents

% = Percentage of the total time that response was selected by those who responded to the questionnaire

Notes: The numbers and letters are concurrent with those used in the previous table and in the questionnaire.

The percentage is calculated according to the total responses to the question and not the number of participants.

ESL English speaking support personnel are relevant for the LEP student; i.e. 77.8% or more of the respondents gave this response for the guidance counselor, occupational specialist, and paraprofessional. The BVE personnel did not believe that the English only support personnel could serve the LEP students enrolled in the program.

Facilities Standard and Criteria

The standard "The facility enables program objectives to be taught" was believed appropriate by 100% of the respondents, as shown in Table 16. The criterion was identified as relevant to the standard when the respondents selected SA plus A, a minimum of 60% of the time.

The first criterion identified as relevant for the above standard was "The classroom labs or shops are adequate for the instruction of program objectives in the following areas: (a) size (82.1%), (b) location (94.6%), (c) arrangement (81.6%), (d) maintenance (79.5%), (e) accessibility for handicapped (71.8%), (f) safety aspects (89.7%), and (g) heating/ventilation (89.7%)." These criteria components were found equally relevant for "both" by the respondents with a minimum response of 71.8% when a 60% minimum was needed to determine a criterion of component pertinent to "both"

The second criterion, "Restrooms, dressing rooms, etc., are conveniently located for: (a) males (100%), (b) females (87.2%), and (c) handicapped (71.8%)," was shown relevant for the standard and pertinent for "both" types of programs by 100% of the responses.

Table 16

Facilities Standard and Criteria

	Scale							
	BVE		VE		BOTH		NONE	
	CF	%	CF	%	CF	%	CF	%
Standard:								
The facility enables program objectives to be taught	5	12.8	00	0.0		87.1		

	Scale 1										Scale 2			
	SA		A		U		D		SD		BOTH		BVE	
	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%
Criteria:														
A. The classroom labs, or shops are adequate for the instruction of program objectives in the following areas: (rate all areas)														
(1) Size	14	35.9	18	46.2	1	2.6	6	15.4	0	0.0	28	87.5	4	12.5
(2) Location	15	40.4	20	54.1	0	0.0	1	2.7	1	2.7	30	85.7	5	14.3
(3) Arrangement	11	29.0	20	52.6	1	2.6	3	7.9	3	7.9	25	89.3	3	10.7
(4) Maintenance	8	20.5	23	59.0	5	12.8	2	5.1	1	2.6	28	90.3	3	9.7
(5) Accessibility for handicapped students	8	20.5	20	51.3	5	12.8	2	5.1	4	10.3	28	100.0	0	0.0
(6) Safety aspects	10	25.6	25	64.1	2	5.1	2	5.1	0	0.0	34	100.0	0	0.0
(7) Heating/ventilation	10	25.6	25	64.1	1	2.6	2	5.1	1	2.6	24	92.3	2	7.7
(8) Illumination	7	18.9	28	75.7	2	5.4	0	0.0	0	0.0	32	94.9	2	5.9
(9) Acoustics	9	24.3	25	67.6	0	0.0	2	5.4	1	2.7	31	100.0	0	0.0
B. Restrooms, dressing rooms, etc. are conveniently located for:														
(1) Male students	21	53.8	18	46.2	0	0.0	0	0.0	0	0.0	37	100.0	0	0.0
(2) Female students	14	35.9	20	51.3	0	0.0	3	7.7	2	5.1	34	100.0	0	0.0
(3) Handicapped students	15	38.5	13	33.3	4	10.3	3	7.7	4	10.3	27	100.0	0	0.0

88

Table 16--Continued

	Scale 1										Scale 2			
	SA		A		U		D		SD		BOTH		BVE	
	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%
C. Restrooms, dressing rooms, safety directions & charts are clearly marked in: (rate each one)														
(1) English only	8	21.1	18	47.4	3	7.9	7	18.4	2	5.3	22	91.7	2	8.3
(2) International symbols	6	15.8	14	36.8	3	7.9	10	26.3	5	13.2	18	90.0	2	10.0
(3) Target language(s) only	0	0.0	3	8.1	2	5.4	21	56.8	11	29.7	3	100.0	0	0.0
(4) English & target language(s)	7	18.4	20	52.6	1	2.6	6	15.8	4	10.5	20	80.0	5	20.0

Scale:

BVE = The standard is appropriate only for students enrolled in Bilingual Vocational Education
VE = The standard is appropriate only for students enrolled in traditional Vocational Education (the language of communication is English only)
Both = The identified standard is equally relevant to BVE and VE programs
None = The standard is not necessary for an effective BVE and/or VE program
SA = Strongly Agree that the criterion described would have considerable impact in meeting the standard in an effective BVE program
A = Agree that the criterion described would have a moderate impact in meeting the standard in an effective BVE program
U = Undecided that the criterion described would have any impact in meeting the standard in an effective BVE program
D = Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program
SD = Strongly Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program
CF = The total number of times that response was selected by all the respondents
% = Percentage of the total time that response was selected by those who responded to the questionnaire

Note: The percentage is calculated according to the number of responses to each question and not the total number of participants.

The final criterion, "Restrooms, dressing rooms, safety directions, and charts are clearly marked in": (a) English only (68.4%), and (b) English and target language(s) (71.1%), was found relevant for the standard to be met. The components of (a) international symbols (52.6%), and (b) target language only were not found relevant by the respondents for meeting the standard. The analysis of the standard and its criteria for the facilities necessary for the effective instruction of LEP students is contained in Table 16.

The analysis of the rejected criteria components in reference to the program areas that the participants represent is shown in Table 17. The analysis of data showed that the ESL personnel believed the use of international symbols is relevant, but not the BVE personnel. The use of target language only was rejected by both groups for meeting the standard.

Instructional Resources Standard and Criteria

As shown in Table 18, the standard "Instructional resources are used to meet program objectives" was found appropriate by 94.7% of the respondents for meeting the needs of all VE students.

Table 17

Facilities Criterion by Type of Instructor

		Scale							
		BVE		VE		BOTH		NONE	
		CF	%	CF	%	CF	%	CF	%
Standard:									
The classroom labs, or shops are adequate for the instruction of program objectives in the following:									
		Scale 1							
Criterion:		SA		A		U		D		SD	
		CF	%	CF	%	CF	%	CF	%	CF	%
C. Restrooms, dressing rooms, safety directions and charts are clearly marked in:											
(2) International symbols	ESL	4	44.4	4	44.4	1	11.1	0	0.0	0	0.0
	BVE	2	6.9	10	34.5	2	6.9	10	34.5	5	17.2

Scale:

ESL = Staff of English as a Second Language instruction
BVE = Staff of Vocational Programs with LEP students enrolled
SA = Strongly Agree that the criterion described would have a considerable impact in meeting the standard in an effective BVE program
A = Agree that the criterion described would have a moderate impact in meeting the standard in an effective BVE program
U = Undecided that the criterion described would have any impact in meeting the standard in an effective BVE program

Table 17 Scale: (continued)

D = Disagree that the criterion described sould have any impact in meeting the standard in an effective BVE program

SD = Strongly Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program

CF = The total number of times that response was selected by the respondents

% = Percentage of the total time that response was selected by those who responded to the questionnaire

Notes: The numbers and letters are concurrent with those used in the previous table and in the questionnaire.

The percentage is calculated according to the total responses to the question and not the number of participants.

Table 18

Instructional Resources Standard and Criteria

	Scale							
	BVE		VE		BOTH		NONE	
	CF	%	CF	%	CF	%	CF	%
Standard:								
Instructional resources are used to meet program objectives	3	7.9	1	2.6	33	86.8	1	2.6

	Scale 1										Scale 2			
	SA		A		U		D		SD		BOTH		BVE	
	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%
Criteria:														
A. The program has the following instructional resources to attain program objectives. (rate all resources)														
(1) Tools and equipment	15	41.7	20	55.6	1	2.8	0	0.0	0	0.0	34	100.0	0	0.0
(2) Vocational instructional materials in: (rate all)														
(a) English only	10	27.8	9	25.0	3	8.3	13	36.1	1	2.8	17	94.4	1	5.6
(b) English & target language(s)	6	18.8	19	59.4	2	6.3	3	9.4	2	6.3	21	75.0	7	25.0
(c) Target language(s) only	1	2.9	2	5.9	5	14.7	17	50.0	9	26.5	2	66.7	1	33.3
(d) Components of English & target language needed for occupation (i.e., bilingual secretary)	13	36.1	16	44.4	3	8.3	2	5.6	2	5.6	20	76.9	6	23.1
(3) English as a second language materials for the occupational area	12	35.3	13	38.3	4	11.8	1	2.9	4	11.8	15	60.0	10	40.0
(4) Consumable supplies	12	33.3	19	52.8	2	5.6	3	8. 3	0	0.0	27	96.4	1	3.6

Table 18--Continued

	Scale 1										Scale 2			
	SA		A		U		D		SD		BOTH		BVE	
	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%
(5) Related Resources (equipment, livestock, human subjects, etc.)	7	26.5	18	52.9	6	17.7	1	2.9	0	0.0	26	92.9	2	7.1
(6) Audiovisual materials	11	29.7	23	62.2	3	8.1	0	0.0	0	0.0	32	97.0	1	3.0
B. Tools and equipment in this program are similar to those used in business and industry	16	47.1	18	52.9	0	0.0	0	0.0	0	0.0	33	97.1	1	2.9
C. Tools and equipment have the necessary safety devices	15	42.9	20	57.1	0	0.0	0	0.0	0	0.0	34	97.1	1	2.9
D. If tools and equipment break, service is available to repair them	13	37.1	19	54.3	1	2.9	2	5.7	0	0.0	31	96.9	1	3.1
E. Worn, broken or outdated tools and equipment are replaced	12	33.0	16	44.0	1	2.9	6	17.0	1	2.9	27	96.4	1	3.6
F. Instructional materials in this program are nondiscriminatory in content toward: (rate all)														
(1) Males	17	47.2	17	47.2	2	5.6	0	0.0	0	0.0	33	97.1	1	2.9
(2) Females	16	44 4	18	50.0	2	5.6	0	0.0	0	0.0	33	97.1	1	2.9
(3) Races	16	44.4	18	50.0	2	5.6	0	0.0	0	0.0	33	97.1	1	2.9
(4) Handicapped	16	44.4	17	47.2	2	5.6	1	2.8	0	0.0	30	96.8	1	3.2
(5) Ethnic groups	17	47.2	17	47.2	2	5.6	0	0.0	0	0.0	27	84.4	5	13.6
(6) Limited English speaking	15	41.7	16	44.4	4	11.1	1	2.8	0	0.0	28	90.3	3	9.7

Scale: see next page

Table 18 Scale:

- BVE = The standard is appropriate only for students enrolled in Bilingual Vocational Education
- VE = The standard is appropriate only for students enrolled in traditional Vocational Education (the language of communication is English only)
- Both = The identified standard is equally relevant to BVE and VE programs
- None = The standard is not necessary for an effective BVE and/or VE program
- SA = Strongly Agree that the criterion described would have considerable impact in meeting the standard in an effective BVE program
- A = Agree that the criterion described would have a moderate impact in meeting the standard in an effective BVE program
- U = Undecided that the criterion described would have any impact in meeting the standard in an effective BVE program
- D = Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program
- SD = Strongly Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program
- CF = The total number of times that response was selected by all the respondents
- % = Percentage of the total time that response was selected by those who responded to the questionnaire
- f = The total number of times the response was selected within the school

Note: The percentage is calculated according to the number of responses to each question and not the total number of participants.

The criteria and/or its components (see Table 18) were found relevant for the standard when a minimum of 60% of the participants selected SA plus A response. The first criterion, "The program has the following instructional resources to attain program objectives," was found relevant by the respondents for the following components: (a) tools and equipment (97.2%); (b) vocational instruction in English and target language(s) (78.1%); components of English and target language needed for occupational area (80.6%); consumable supplies (86.1%); related resources (equipment, livestock, human subjects, etc.) (79.4%); audiovisual materials (91.9%); and English as a Second Language materials for the occupational area (73.5%). These identified, relevant criteria were additionally found pertinent to "both," with a 60% or more response. A minimum of 60% of the respondents had to select "both," for the criterion and/or its components to be considered pertinent to BVE and VE programs with LEP students enrolled.

The criterion components that were rejected by the participants for the above stated criterion were, (a) vocational instructional materials in English only (52.8%), and (b) vocational instructional materials in target language(s) only (8.8%). The data were further analyzed by the program areas which the participant

represented, BVE or ESL. The analysis showed the ESL staff (77.8%) responded that English only vocational instructional materials are relevant for meeting the standard, but not the BVE staff (44.4%) (see Table 19).

The criterion Instructional resources are used to meet program objectives, was found relevant to the standard, i.e., 77.8% of the respondents selected SA plus A. The relevant criteria are: (a) tools and equipment in this program are similar to those used in business and industry, (b) tools and equipment have the necessary safety devices, (c) if tools and equipment break, service is available to repair them, (d) worn, broken or outdated tools and equipment are replaced, and (e) instructional materials in this program are nondiscriminatory in content toward males, females, races, handicapped, ethnic groups or LEP. These above stated criteria were additionally found pertinent to "both" with a minimum response of 84.4% of the responses, when a minimum of 60% response was required for a criterion or its component to be pertinent for "both."

Recruitment Standard and Criteria

The need for "an active recruitment program for students" was a standard found appropriate by 78.9% of the respondents to the question as shown in Table 20.

The following criteria also shown in Table 20 were identified by a minimum of 70% of the respondents to be relevant for meeting the above standard: (a) orientation

Table 19

Instructional Resources Criterion by Type of Instructor

		SA		A		U		D		SD	
		CF	%	CF	%	CF	%	CF	%	CF	%
Standard: Instructional resources are used to meet program objectives.											
Criterion: A. The program has the following instructional resources to attain program objectives											
(2) Vocational instructional materials in:	ESL	4	44.4	3	33.3	1	11.1	1	11.1	0	0.0
(a) English only	BVE	6	22.2	6	22.2	2	7.4	12	44.4	1	4.0

Scale:

ESL = Staff of English as a Second Language instruction
BVE = Staff of Vocational Programs with LEP students enrolled
SA = Strongly Agree that the criterion described would have a considerable impact in meeting the standard in an effective BVE program
A = Agree that the criterion described would have a moderate impact in meeting the standard in an effective BVE program
U = Undecided that the criterion described would have any impact in meeting the standard in an effective BVE program
D = Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program
SD = Strongly Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program

Table 19 Scale: (continued)

CF = The total number of times that response was selected by the respondents

% = Percentage of the total time that response was selected by those who responded to the questionnaire

Notes: The numbers and letters are concurrent with those used in the previous table and in the questionnaire.

The percentage is calculated according to the total responses to the question and not the number of participants.

Table 20

Recruitment Standard and Criteria

	Scale							
	BVE		VE		BOTH		NONE	
	CF	%	CF	%	CF	%	CF	%
Standard:								
The program provides an active recruitment program for students	1	2.6	4	10.5	29	76.3	4	10.5

	Scale 1										Scale 2			
	SA		A		U		D		SD		BOTH		BVE	
	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%
Criteria:														
A. Orientation sessions are held to acquaint students with the program.														
(1) multilingual staff participate in recruitment program	9	28.1	18	56.3	2	6.3	3	9.4	0	0.0	17	65.4	9	34.6
B. Printed information is provided to acquaint students with the program														
(1) printed material is provided in: (rate all)														
(a) English only	3	10.0	10	33.3	3	10.0	10	33.3	4	13.3	11	91.7	1	8.3
(b) Target language(s) only	1	3.3	4	13.3	8	26.7	12	40.0	5	16.7	4	80.0	1	20.0
(c) English & target language(s)	16	51.6	11	35.5	2	6.5	2	6.5	0	0.0	14	51.9	13	48.1
C. Community resources that are used to provide information to prospective students														
(1) The community resources that are used: (rate all)														

Table 20 Continued

	Scale 1										Scale 2			
	SA		A		U		D		SD		BOTH		BVE	
	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%
(a) Radio & TV														
a.1 English only programs	2	6.5	9	29.0	1	3.2	16	51.6	3	9.7	9	90.0	1	10.0
a.2 Target language program(s)	6	19.4	7	22.6	9	29.0	7	22.6	2	6.5	5	41.7	8	66.7
a.3 Both English and target language program(s)	10	31.2	16	50.0	0	0.0	6	18.8	0	0.0	19	73.0	7	27.0
(b) Newspapers														
b.1 English language only	2	6.7	7	23.3	3	10.0	12	40.0	6	20.0	8	88.9	1	11.1
b.2 Target language(s) only	5	16.7	10	33.3	4	13.3	8	26.7	3	10.0	6	40.0	9	60.0
b.3 Both English and target language(s)	11	37.0	11	37.0	2	6.5	6	19.4	0	0.0	17	80.9	4	19.1
(c) Social organizations														
c.1 social services agencies	7	23.3	21	70.0	2	6.7	0	0.0	0	0.0	19	70.4	8	29.6
c.2 Ethnic clubs	9	30.0	18	60.0	3	10.0	0	0.0	0	0.0	19	76.0	6	24.0
D. All students are encouraged to enter the program: (rate all)														
(1) Male	16	51.6	15	48.4	0	0.0	0	0.0	0	0.0	29	96.7	1	3.3
(2) Female	16	51.6	15	48.4	0	0.0	0	0.0	0	0.0	29	96.7	1	3.3
(3) From ethnic groups living in the area	16	51.6	15	48.4	0	0.0	0	0.0	0	0.0	29	96.7	1	3.3
(4) From races living in the area	17	54.8	14	45.2	0	0.0	0	0.0	0	0.0	24	92.3	2	7.7
(5) Limited English speaking	15	46.9	12	37.5	2	6.3	3	9.4	0	0.0	24	92.3	2	7.7
(6) Handicapped	15	46.9	14	45.2	2	6.5	0	0.0	0	0.0	26	96.3	1	3.7

101

Scale: see next page

Table 20 Scale:

BVE = The standard is appropriate only for students enrolled in Bilingual Vocational Education

VE = The standard is appropriate only for students enrolled in traditional Vocational Education (the language of communication is English only)

Both = The identified standard is equally relevant to BVE and VE programs

None = The standard is not necessary for an effective BVE and/or VE program

SA = Strongly Agree that the criterion described would have considerable impact in meeting the standard in an effective BVE program

A = Undecided that the criterion described would have any impact in meeting the standard in an effective BVE program

U = Undecided that the criterion described would have any impact in meeting the standard in an effective BVE program

D = Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program

SD = Strongly Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program

CF = The total number of times that response was selected by all the respondents

% = Percentage of the total time that response was selected by those who responded to the questionnaire

f = The total number of times the response was selected within the school

Note: The percentage is calculated according to the number of responses to each question and not the total number of participants.

sessions are held to acquaint students with the program, multilingual staff participate in recruitment, (b) printed information is provided to acquaint students with the programs; printed material is provided in English and target language(s), and (c) community resources that are used to provide information to prospective students; radio and T.V. in English and target language(s); newspapers in English and target language(s); social organizations, social services agencies, ethnic clubs; all students are encouraged to enter the program, male, female, from ethnic groups living in area, from races living in the area, LEP and Handicapped. The criteria that were identified as relevant for the standard and cited above were additionally found pertinent to "both" by the respondents with a minimum response of 70% when only 60% was necessary for a cariterion and/or its component to be considered pertinent to "both."

The criterion components that were rejected by the data from the respondents that were analyzed: (a) printed information is provided in English only (43.33%), target language(s) only (16.7%), and (b) community resources that are used: radio and T.V. English only programs (35.5%), target language(s) only (41.9%); newspapers English language only (30.0%) target language only (50%). Further analysis of the participants' responses to the rejected criteria components by program areas represented by the respondents indicated that the ESL staff supported the use of English only

in all areas whereas the BVE personnel rejected it in all areas. (See Table 21.)

Admission Standard and Criteria

The standard "Admissions procedures for the program are operational" were found appropriate for VE programs with LEP and English speaking (ES) students by 94.5% of the respondents to the question (see Table 22).

The criterion was identified as relevant for the standard when a minimum of 60% of the respondents selected SA plus A (see Table 22). The criteria that were identified as relevant for the standard above were: (a) academic prerequisites are specified for students in target language plus some English knowledge (64.7%), (b) students enrolled in the program are at proper grade level as specified in the Course Code Directory-Public Schools 1980-81 (87.1%), (c) the admission procedures are developed by administrators (91.2%), and counselors (71.4%), (d) teachers assist in the selection of students who enter the program (67.7%), and (e) teachers work with Student Service personnel to provide students with information about occupations (90.9%). The above named criteria with the exception of (a) were believed by at least 96% of the respondents to be pertinent to "both" when a minimum of 60% was necessary to identify a criterion or its component as being pertinent. The criterion (a) Academic prerequisites are specified for students in target language plus some English knowledge was not found relevant (17.8%).

Table 21

Recruitment Criteria by Type of Instructor

		SA		A		U		D		SD	
		CF	%	CF	%	CF	%	CF	%	CF	%
Standard: The program provides an active recruitment program for students											
Criteria:											
B. Printed information is provided to acquaint students with the program											
(1) Printed material is provided in	ESL	1	11.1	4	44.4	0	0.0	4	44.4	0	0.0
(a) English only	BVE	2	9.5	6	28.6	3	14.3	6	28.6	4	19.0
C. Community resources that are used to provide information to prospective students											
(1) The community resources that are used:											
(a) Radio & TV											
a.1 English only programs	ESL	1	11.1	4	44.4	0	0.0	4	44.4	0	0.0
	BVE	1	4.6	5	22.7	1	4.6	12	54.5	3	13.6
a.2 Target language programs	ESL	1	11.1	2	22.2	0	0.0	6	66.6	0	0.0
	BVE	5	22.7	4	22.7	9	40.9	1	4.5	2	9.1
(b) Newspapers											
b.1 English language only	ESL	1	11.1	4	44.4	0	0.0	4	44.4	0	0.0
	BVE	1	4.8	3	14.3	3	14.3	8	38.1	6	28.6
b.2 Target language(s) only	ESL	1	11.1	3	33.3	1	11.1	4	44.4	0	0.0
	BVE	4	19.7	7	33.3	3	14.3	4	19.1	3	14.3

105

Scale: see next page

Table 21 Scale:

ESL = Staff of English as a Second Language instruction
BVE = Staff of Vocational Programs with LEP students enrolled
SA = Strongly Agree that the criterion described would have a considerable impact in meeting the standard in an effective BVE program
A = Agree that the criterion described would have a moderate impact in meeting the standard in an effective BVE program
U = Undecided that the criterion would have any impact in meeting the standard in an effective BVE program
D = Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program
SD = Strongly Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program
CF = The total number of times that response was selected by the respondents
% = Percentage of the time that response was selected by those who responded to the questionnaire

Notes: The numbers and letters are concurrent with those used in the previous table and in the questionnaire.

The percentage is calculated according to the total responses to the question and not the number of participants.

Table 22

Admission Standard and Criteria

	Scale							
	BVE		VE		BOTH		NONE	
	CF	%	CF	%	CF	%	CF	%
Standard:								
Admissions procedures for the program are operational	1	2.8	2	5.6	33	91.7	0	0.0

	Scale 1										Scale 2			
	SA		A		U		D		SD		BOTH		BVE	
	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%
Criteria:														
A. Academic prerequisites are specified for students in: (rate all)														
(1) English only	7	20.0	8	22.9	5	14.3	12	34.3	3	8.6	13	86.7	2	13.3
(2) Target language plus some English knowledge	4	11.8	13	38.2	9	26.5	8	23.5	0	0.0	7	46.7	8	53.3
(3) English plus some knowledge of target language	1	2.9	19	54.3	6	17.1	9	25.7	0	0.0	12	60.0	8	40.0
(4) Target language(s) only	1	2.9	5	14.7	12	35.3	11	32.5	5	14.7	2	28.6	5	71.4
(5) English or target language(s)	6	17.0	10	28.6	8	22.9	10	28.6	1	2.9	9	60.0	6	40.0
B. Students enrolled in the program are at proper grade level as specified in the Course Code Directory-Public Schools 1980-81	7	22.6	20	64.5	2	26.5	2	6.5	0	0.0	25	100.0	0	0.0
C. The admission procedures are developed by: (rate all)														
(1) Administrators	9	26.5	22	64.7	1	2.9	2	5.9	0	0.0	21	96.7	1	3.3

Table 22—Continued

	Scale 1										Scale 2			
	SA		A		U		D		SD		BOTH		BVE	
	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%
(2) Counselors	9	26.5	22	64.7	1	2.9	2	5.9	0	0.0	21	95.5	1	4.5
(3) Teachers	8	22.9	17	48.6	1	2.9	9	25.7	0	0.0	23	95.8	1	4.1
(4) School support personnel	7	20.0	13	37.1	3	8.6	12	34.3	0	0.0	19	95.0	1	5.0
(5) Parents	3	9.1	5	15.2	4	12.1	13	39.4	8	24.2	7	87.5	1	12.5
(6) Community representatives	5	14.3	10	28.6	3	8.6	11	31.4	6	17.1	11	91.7	1	8.3
D. Teacher(s) assist in the selection of students who enter the program	6	19.4	15	48.4	5	16.1	2	6.5	3	9.7	20	95.2	1	4.8
E. The criteria used for student admission into the "Work Experience" program are: (rate all)														
(1) Truancy problem	5	15.2	8	24.2	14	42.4	4	12.1	2	6.1	13	100.0	0	0.0
(2) Need work in order to continue education	10	30.3	16	45.5	3	9.1	3	9.1	1	3.0	24	96.0	1	4.0
(3) Deprived economically	7	23.3	19	63.3	3	10.0	1	3.3	0	0.0	25	96.2	1	3.9
(4) Negative attitude toward:														
(a) work	4	12.1	12	36.4	6	18.2	9	27.3	2	6.1	15	93.8	1	6.3
(b) school	5	14.7	12	35.3	4	11.8	12	35.3	1	2.9	17	100.0	0	0.0
(c) society	5	15.2	10	30.3	5	15.2	11	33.3	2	6.1	11	91.6	1	8.3
(5) Poor self-concept	6	18.8	12	37.5	6	18.8	6	18.8	2	6.3	17	94.4	1	5.6
(6) Alienation	4	12.5	11	34.4	4	12.5	12	37.5	1	3.1	14	93.3	1	6.7
(7) Discipline problem	6	18.8	8	25.0	6	18.8	10	31.3	2	6.3	12	100.0	0	0.0
(8) Half-day performer (limited attention span)	5	15.2	12	36.4	5	15.2	10	30.3	1	3.0	16	94.1	1	5.9
(9) Over-age in grade	5	12.8	21	52.9	3	7.7	5	12.8	5	12.8	23	95.8	1	4.2
(10) Not relating to classwork	6	15.2	14	42.4	6	18.2	4	10.0	3	9.1	7	8.8	1	12.5
(11) Lack of interest	9	28.1	8	25.0	5	15.6	9	28.1	1	3.1	13	92.9	1	7.1

Table 22--Continued

	Scale 1										Scale 2			
	SA		A		U		D		SD		BOTH		BVE	
	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%
F. Teachers work with Student Service personnel to provide students with information about occupations	14	42.2	16	48.5	0	0.0	1	3.0	2	6.1	29	96.7	1	3.3
G. Students service personnel help develop flexible schedules to meet special needs of "Work Experience" students	14	42.4	11	33.3	5	15.2	1	3.0	2	6.1	24	96.0	1	4.0

Scale:

- BVE = The standard is appropriate only for students enrolled in Bilingual Vocational Education
- VE = The standard is appropriate only for students enrolled in traditional Vocational Education
- Both = The identified standard is equally relevant to BVE and VE programs
- None = The standard is not necessary for an effective BVE and/or VE program
- SA = Strongly Agree that the criterion described would have considerable impact in meeting the standard in an effective BVE program
- A = Agree that the criterion described would have a moderate impact in meeting the standard in an effective BVE program
- U = Undecided that the criterion described would have any impact in meeting the standard in an effective BVE program
- D = Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program
- SD = Strongly Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program
- CF = The total number of times that response was selected by all the respondents
- % = Percentage of the total time that response was selected by those who responded to the questionnaire

Table 22 Scale: (continued)
f = The total number of times the response was selected within the school

Note: The percentage is calculated according to the number of responses to each question and not the total number of participants.

The criteria that specifically refer to the "Work experience Programs" were reported but not incorporated into the BVIPRC for the reason that few participants were familiar with "Work Experience" and no programs identified. The criteria that were found relevant for the standard were: (a) the criteria used for students admission into the "Work Experience" program are: need work in order to continue education (75.5%), deprived economically (86.7%), over-age in grade (66.7%), and not relating to classwork (66.6%), (b) teachers work with Student Service personnel to provide students with information about occupations (90.9%), and (c) students service personnel help develop flexible schedules to meet special needs of "Work Experience" students (75.8%). The previously identified criteria and their components were also found pertinent to "both" by a minimum of 87.5% of the responses.

The criterion components that were rejected by the analysis of the participants' responses were: (a) Academic prerequisites are specified for students in English only (42.9%), English plus some knowledge of target language (57.1%), target language(s) only (17.7%), and English or target language(s) (45.7%), (b) the admission procedures are developed by: teachers (57.1%), school support personnel (42.9%), parents 24.2%), and community representatives (42.9%).

The criterion for components that were rejected were further analyzed in reference to the program areas that the participants represented, ESL or BVE. The analysis of these data showed the following: (a) English only prerequisites for student admission were believed relevant by the ESL (77.0%) staff but not the BVE (30.8%), English plus some knowledge of the target language was believed relevant by the ESL (66.7%), but not the BVE (53.9%), target language(s) only were not believed relevant by either group, nor was the use of English or target language(s); (b) the admission procedures are developed by teachers was believed relevant by the ESL (100%) but not by the BVE staff (42.3%) school support personnel was believed relevant by the ESL (66.7%) staff but not the BVE (34.6%) staff, parents were believed relevant by the ESL staff (66.7%), but not by the BVE 8.3% staff; community representatives were believed relevant by the ESL (66.7%) but not the BVE (34.6%) staff (see Table 23).

The criterion components that were rejected for the "Work Experience" program were also further analyzed by the program areas the participants represented. It was shown that each rejected criterion was believed relevant by the ESL group but not the BVE group.

Table 23

Admission Standard and Criteria by Type of Instructor

		SA		A		U		D		SD	
		CF	%	CF	%	CF	%	CF	%	CF	%
Standard: Admissions procedures for the program are operational											
A. Academic prerequisites are specified for students in:	ESL	5	55.6	2	22.2	1	11.1	1	11.1	0	0.0
(1) English only	BVE	2	7.7	6	23.1	4	15.4	11	42.3	3	11.6
(3) English plus some knowledge of target language	ESL	1	11.1	5	55.6	0	0.0	3	33.3	0	0.0
	BVE	0	0.0	14	53.8	6	30.8	6	24.0	0	0.0
(4) Target language(s) only	ESL	1	12.5	1	12.5	0	0.0	5	62.5	1	12.5
	BVE	0	0.0	4	15.4	12	46.2	6	23.1	4	15.4
C. The admissions procedures are developed by:	ESL	5	55.6	4	44.4	0	0.0	0	0.0	0	0.0
(3) Teachers	BVE	2	7.7	9	34.6	3	11.5	12	46.2	0	0.0
(4) School support personnel	ESL	3	33.3	3	33.3	1	11.1	2	22.2	0	0.0
	BVE	0	0.0	9	34.6	11	42.3	3	11.5	3	11.5
(5) parents	ESL	3	33.3	3	33.3	0	0.0	3	33.3	0	0.0
	BVE	0	0.0	2	8.3	4	16.7	10	41.7	8	33.3
E. The criteria used for student admission into the "Work Experience" program are:	ESL	4	50.0	1	12.5	2	15.0	1	12.5	0	0.0
(1) Truancy problem	BVE	1	4.0	7	28.0	12	48.0	3	12.0	2	8.0

Table 23--Continued

		SA		A		U		D		SD	
		CF	%	CF	%	CF	%	CF	%	CF	%
(4) Negative attitude toward:											
(a) work	ESL	4	50.0	4	50.0	0	0.0	0	0.0	0	0.0
	BVE	0	0.0	8	32.0	6	24.0	9	36.0	2	8.0
(b) school	ESL	4	50.0	3	37.5	1	12.5	0	0.0	0	0.0
	BVE	1	3.9	9	34.1	3	11.5	12	46.2	11	3.9
(c) society	ESL	4	50.0	4	50.0	0	0.0	0	0.0	0	0.0
	BVE	1	4.0	6	24.0	5	20.0	11	44.0	2	8.0
(5) Poor self-concept	ESL	4	50.0	4	50.0	0	0.0	0	0.0	0	0.0
	BVE	2	8.3	8	33.3	6	25.0	6	25.0	2	8.3
(6) Alienation	ESL	4	50.0	3	37.5	1	12.5	0	0.0	0	0.0
	BVE	0	0.0	8	33.3	3	12.5	12	50.0	1	4.2
(7) Discipline problem	ESL	4	50.0	2	25.0	2	25.0	0	0.0	0	0.0
	BVE	2	8.3	6	25.0	4	16.7	10	41.7	2	8.3
(8) Half-day performer	ESL	4	50.0	3	37.5	1	12.5	0	0.0	0	0.0
(limited attention span)	BVE	1	3.9	8	33.3	4	16.8	10	41.6	1	3.9
(11) Lack of interest	ESL	5	62.5	2	25.0	1	12.5	0	0.0	0	0.0
	BVE	4	16.7	6	25.0	4	16.7	9	37.5	1	4.2

Scale:

ESL = Staff of English as a Second Language instruction
BVE = Staff of Vocational Programs with LEP students enrolled
SA = Strongly Agree that the criterion described would have a considerable impact in meeting the standard in an effective BVE program
A = Agree that the criterion described would have a moderate impact in meeting the standard in an effective BVE program
U = Undecided that the criterion described would have any impact in meeting the standard in an effective BVE program

Table 23 Scale (continued)

D = Disagre that the criterion described would have any impact in meeting the standard in an effective BVE program
SD = Strongly Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program
CF = The total number of times that response was selected by the respondents
% = Percentage of the total time that response was selected by those who responded to the questionnaire

Notes: The number and letters are concurrent with those used in the previous table and in the questionnaire.

The percentage is calculated according to the total responses to the question and not the number of participants.

Class Enrollment Standard and Criterion

The standard "Classroom enrollment is limited to permit students to attain the program objectives" was believed appropriate by 94.4% of the respondents for "both" and "BVE only" as shown in Table 24. A minimum of 60% response both "both" and/or "BVE only" was necessary for the standard to be appropriate for the instruction of LEP students enrolled in the vocational programs.

The criterion for class enrollment also shown in Table 24, "The enrollment is restricted to provide students with the opportunity to obtain program objectives" was perceived as relevant by 91.7% of the respondents. A minimum of 60% of the responses from the participants was required to be "SA and/or A" for the criterion to be identified as relevant for meeting the standard. The criterion was additionally identified as pertinent for "both" types of programs, BVE and VE, by 96.6% of the respondents.

Instruction Standard and Criteria

The analyses of data for the standard and criteria for the instruction of the LEP students enrolled in the vocational program is shown in Table 25. The standard "Instruction is organized in order to assist students in meeting program objectives" was believed appropriate

Table 24

Classroom Enrollment Standard and Criterion

	Scale							
	BVE		VE		BOTH		NONE	
	CF	%	CF	%	CF	%	CF	%
Standard: Classroom enrollment is limited to permit students to attain the program objectives	2	5.6	1	2.8	32	88.9	1	2.8

	Scale 1										Scale 2			
	SA		A		U		D		SD		BOTH		BVE	
	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%
Criterion: A. The enrollment is restricted to provide students with the opportunity to obtain program objectives	21	58.3	12	33.3	0	0.0	3	8.3	0	0.0	28	96.6	1	3.5

Scale:

BVE = The standard is appropriate only for students enrolled in Bilingual Vocational Education

VE = The standard is appropriate only for students enrolled in traditional Vocational Education (the language of communication is English only)

Both = The identified standard is equally relevant to BVE and VE programs

None = The standard is not necessary for an effective BVE and/or VE program

SA = Strongly Agree that the criterion described would have considerable impact in meeting the standard in an effective BVE program

A = Agree that the criterion described would have a moderate impact in meeting the standard in an effective BVE program

U = Undecided that the criterion described would have any impact in meeting the standard in an effective BVE program

D = Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program

SD = Strongly Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program

Table 24 Scale: (continued)

CF = The total number of times that response was selected by all the respondents

% = Percentage of the total time that response was selected by those who responded to the questionnaire

f = The total number of times the response was selected within the school

Note: The percentage is calculated according to the number of responses to each question and not the total number of participants.

by 97.2% of the respondents for "both" and "BVE only." A criterion was considered relevant for meeting the standard in the event that a minimum of 60% of the responses were SA plus A.

The criterion that the respondents reported as being relevant for meeting the standard are as follows: (a) the methods of instruction that may be used in order for students to meet program objectives are: (a) instruction is varied to accommodate individual learning style of students (94.3%) and students progress at their own rate through a series of tasks (97.7%), (b) the language(s) that may be used in the instruction of students are: English and target language(s) (85.7%), (c) the instructional staff may be composed of: vocational instructor who speaks English and target language(s) (100%), vocational instructor who speaks English only and a paraprofessional who speaks English and target language(s) (68.6%), vocational instructor and a paraprofessional who speak English and target language(s) (78.8%); vocational instructor who speaks only English (63.6%); (d) the evaluation methodologies that may be used for the program are: a student's performance is compared with a predetermined standard (82.9%), a pretest/posttest is given to determine individual student's achievement (84.2%); (e) student organi-

zation activities are included in the program's instructional component (83.3%); and (f) cooperative or on-the-job instruction is provided for all students when needed (72.22%).

The criterion that the respondents did not report as being relevant for meeting the standard was: the methods of instruction that may be used in order for students to meet program objectives are: (a) specific period of time is allocated to each course or unit and students are expected to master the material within the time period (30.3%); (b) the language(s) that may be used in the instruction of students are: English only (45.7%), and target language only (25.0%); (c) the instructor who speaks only English (50.0%); (d) the evaluation methodology that may be used for the program is: a student's performance is compared with that of other students (25.00%) and (3) vocational student organizations are supported by budgeted school funds (52.8%).

The criteria analysis in Table 25 though rejected, were further analyzed in Table 26 by program areas which the respondents represented, ESL and BVE. The additional analysis of the data showed that: (a) the use of English only for the instruction of the LEP students was believed relevant by the ESL staff (77.8%) but not by the BVE staff (34.7%); (b) the use of the target language only, for the instruction of the LEP students

Table 25

Instruction Standard and Criteria

	Scale							
	BVE		VE		BOTH		NONE	
	CF	%	CF	%	CF	%	CF	%
Standard:								
Instruction is organized in order to assist students in meeting program objectives.	2	5.6	1	2.8	33	91.7	00	0.0

	Scale 1										Scale 2			
	SA		A		U		D		SD		BOTH		BVE	
	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%
Criteria:														
A. The methods of instruction that may be used in order for students to meet program objectives are: (rate all methods)														
(1) Specific period of time is allocated to each course or unit and students are expected to master the material within the time period (time based)	0	0.0	10	30.3	2	6.1	15	45.5	6	18.2	10	100.0	0	0.0
(2) Instruction is varied to accommodate individual learning style of students (individualized instruction)	16	45.7	17	48.6	1	2.9	1	2.9	0	0.0	32	97.0	1	3.0
(3) Students progress at their own rate through a series of tasks (competency-based)	21	61.8	12	35.3	1	2.9	0	0.0	0	0.0	28	93.3	2	6.7

Table 25--Continued

	Scale 1										Scale 2			
	SA		A		U		D		SD		BOTH		BVE	
	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%
B. The language(s) that may be used in the instruction of students are: (rate all)														
(1) English only	10	28.6	6	17.1	2	5.7	14	40.0	3	8.6	13	92.9	1	7.1
(2) Target language(s) only	5	15.6	3	9.4	1	3.1	21	65.6	2	6.3	5	62.5	3	37.5
(3) English & target language(s)	12	34.3	18	51.4	0	0.0	5	14.3	0	0.0	19	63.3	11	36.7
C. The instructional staff may be composed of: (rate all)														
(1) Vocational instructor who speaks only English	8	22.2	10	27.8	0	0.0	14	38.9	4	11.1	16	88.9	2	11.1
(2) Vocational instructor who speaks English & target language(s)	16	44.4	20	55.6	0	0.0	0	0.0	0	0.0	17	53.1	15	46.9
(3) Vocational instructor who speaks English only & a paraprofessional who speaks English & target language(s)	7	20.0	17	48.6	1	2.9	7	20.0	3	8.6	11	45.8	13	54.2
(4) Vocational instructor & a paraprofessional who speak English & target language(s)	14	42.4	12	36.4	3	9.1	2	6.1	2	6.1	11	42.3	15	57.6
(5) Vocational instructor who speaks English & target language(s) & a paraprofessional speaking English only	6	18.2	15	45.5	2	6.1	7	21.2	3	9.1	11	52.4	10	47.6
D. The evaluation methodologies that may be used for the program are: (rate all)														

Table 25--Continued

	Scale 1										Scale 2			
	SA		A		U		D		SD		BOTH		BVE	
	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%
(1) Student's performance is compared with that of other students.	1	2.8	8	22.2	3	8.3	17	47.2	7	19.4	8	88.9	1	11.1
(2) A student's performance is compared with a predetermined standard.	6	17.1	23	65.7	5	14.3	1	2.9	0	0.0	27	100.0	0	0.0
(3) A pretest/posttest is given to determine individual student achievement.	14	36.8	18	47.4	5	13.2	1	2.6	0	0.0	29	93.6	2	6.5
E. Students' organization activities are included in the program's instructional component.	4	11.1	26	72.2	4	11.1	2	5.6	0	0.0	29	96.7	1	3.4
F. The vocational student organizations are supported by budgeted school funds.	4	11.1	15	41.7	5	13.9	8	22.2	4	11.1	18	94.8	1	5.3
G. Cooperative or on-the-job instruction is provided for all students when needed.	9	25.0	17	47.2	6	16.7	2	5.6	2	5.6	25	96.2	1	3.9

Scale: see next page

Table 25 Scale:

BVE = The standard is appropriate only for students enrolled in Bilingual Vocational Education
VE = The standard is appropriate only for students enrolled in traditional Vocational Education (the language of communication is English only)
Both = The identified standard is equally relevant to BVE and VE program
None = The standard is not necessary for an effect BVE and/or VE program
SA = Strongly Agree that the criterion described would have considerable impact in meeting the standard in an effective BVE program
A = Agree that the criterion described would have a moderate impact in meeting the standard in an effective BVE program
U = Undecided that the criterion described would have any impact in meeting the standard in an effective BVE program
D = Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program
SD = Strongly Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program
CF = The total number of times that response was selected by all the respondents
% = Percentage of the total time that response was selected by those who responded to the questionnaire
f = The total number of times the response was selected within the school

Note: The percentage is calculated according to the number of responses to each question and not the total number of participants.

Table 26

Instruction Standard and Criteria by Type of Instructor

		SA		A		U		D		SD	
		CF	%	CF	%	CF	%	CF	%	CF	%
Standard: Instruction is organized in order to assist students in meeting program objectives											
Criteria:											
B. The language(s) that may be used in the instruction of students are:	ESL	5	55.6	2	22.2	1	11.1	1	11.1	0	0.0
(1) English only	BVE	5	19.2	4	15.4	1	3.9	13	50.0	3	11.6
(2) Target language(s) only	ESL	1	11.1	2	22.2	0	0.0	3	33.3	3	33.3
	BVE	4	15.0	1	4.0	1	4.0	18	69.0	2	8.0
C. The instructional staff may be composed of:											
(1) Vocational instructor who speaks only English	ESL	4	44.4	3	33.3	0	0.0	2	22.2	0	0.0
	BVE	4	14.8	7	25.9	0	0.0	12	44.4	4	14.8
D. The evaluation methodologies that may be used for the program are:											
(1) A student's performance is compared with that of other students (norm-reference)	ESL	1	11.1	1	11.1	3	33.3	4	44.4	0	0.0
	BVE	0	0.0	7	25.9	0	0.0	13	48.1	7	25.9
F. The vocational student organizations are supported by budgeted school funds	ESL	2	22.2	6	66.6	1	11.1	0	0.0	0	0.0
	BVE	2	7.4	9	33.3	4	14.8	8	29.6	4	14.8

Scale: see next page

Table 26 Scale:

ESL = Staff of English as a Second Language instruction
BVE = Staff of Vocational Programs with LEP students enrolled
SA = Strongly Agree that the criterion described would have a considerable impact in meeting the standard in an effective BVE program
A = Agree that the criterion described would have a moderate impact in meeting the standard in an effective BVE program
U = Undecided that the criterion described would have any impact in meeting the standard in an effective BVE program
D = Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program
SD = Strongly Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program
CF = The total number of times that response was selected by the respondents
% = Percentage of the total time that response was selected by those who responed to the questionnaire

Notes: The numbers and letters are concurrent with those used in the previous table and in the questionnaire.

The percentage is calculated according to the total responses to the question and not the number of participants.

was rejected by both groups: (c) a vocational instructor who speaks English only was believed relevant by the ESL staff (77.8%) but not the BVE staff (40.7%); (d) the evaluation of students by comparing their performance with that of other students in the class was rejected by both groups; and (e) the support of vocational student organizations by school budgeted funds was believed relevant by the ESL staff (88.9%) but not the BVE staff (40.7%).

Student Job Placement Standard and Criteria

The standard "Placement services are provided to program completers and/or leavers" was believed appropriate to "both" by 91.4% of the respondents as shown in Table 27. The criteria that were identified as relevant for the standard above were: (a) the placement of students is the responsibility of the occupational specialist (69.0%) and the student (86.1%), (b) the placement of students who complete or leave the program is further assisted by the following agencies: Florida State Employment Services (94.4%), potential employers in business and industry (88.9%), and ethnic group organizations (63.9%), (c) aid for placement is provided for: males (91.7%), females (91.7%), member minority ethnic group (86.1%), minority race member (86.1%), LEP (80.0%), and handicapped (88.6%). The further analysis of data showed that the respondents believed tht these criteria were pertinent for "both" by a minimum of 73.1% of the

Table 27

Student Placement Standard and Criteria

	Scale							
	BVE		VE		BOTH		NONE	
	CF	%	CF	%	CF	%	CF	%
Standard: Placement services are provided to program completers and/or leaders	2	5.7	0	0.0	32	91.4	3	8.6

	Scale 1										Scale 2			
	SA		A		U		D		SD		BOTH		BVE	
	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%
Criteria:														
A. The placement of students is the responsibility of: (rate all)														
(1) Vocational instructor	5	13.9	10	27.8	3	8.3	14	38.9	4	11.1	14	93.3	1	6.7
(2) Cooperative education instructor	4	10.8	14	37.8	2	5.4	13	35.1	4	10.8	17	94.4	1	5.6
(3) Guidance counselor	4	11.1	15	41.7	3	8.3	10	27.8	4	11.1	18	94.7	1	5.3
(4) Occupational specialist (high school only)	9	25.0	16	44.4	1	2.8	8	22.2	2	5.6	24	96.0	1	4.0
(5) Student	6	16.7	25	69.4	0	0.0	4	11.1	1	2.8	27	93.0	2	6.0
(6) Director	1	2.8	6	16.7	3	8.3	20	55.6	6	16.7	7	100.0	0	0.0
B. The placement of students who complete or leave the program is further assisted by the following agencies: (rate all)														
(1) Florida State Employment Services	7	19.4	27	75.0	0	0.0	0	0.0	2	5.6	32	94.1	2	5.9

Table 27--Continued

	Scale 1										Scale 2			
	SA		A		U		S		SD		BOTH		BVE	
	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%
(2) Advisory Committee members	3	8.3	14	38.9	2	5.6	14	38.9	3	8.3	15	93.8	1	6.3
(3) Potential employers in business and industry	6	16.7	26	72.2	4	11.1	00	00.0	0	0.0	30	93.8	2	6.3
(4) Ethnic group organizations	3	8.3	20	55.6	8	22.2	2	5.6	3	8.3	21	95.5	1	4.6
C. Aid for placement is provided for program leavers and completers														
(1) Aid is provided for (rate all):														
(a) Males	11	30.6	22	61.1	0	0.0	2	5.6	1	2.8	32	97.0	1	3.0
(b) Females	11	30.6	22	61.1	0	0.0	1	2.8	2	5.6	31	96.9	1	3.1
(c) Member minority ethnic group	11	30.6	20	55.6	1	2.8	1	5.6	2	5.6	30	96.8	1	3.2
(d) Minority race member	11	30.6	17	48.5	3	8.6	3	8.6	1	2.9	22	95.7	1	4.3
(e) Limited English speaking	11	31.4	17	48.5	3	8.6	3	8.6	1	2.9	22	78.5	6	21.4
(f) Handicapped	11	31.4	20	57.1	1	2.9	2	5.7	1	2.9	30	96.8	1	3.2
D. Organized experience in the labor market is provided to meet program objectives (Work Experience Program)														
(1) Parent and employer training agreements are available for each student	2	6.1	15	45.6	12	36.4	2	6.1	2	6.1	17	94.4	1	5.6
(2) All students in program work	2	6.1	12	36.4	9	27.3	8	27.3	2	6.1	13	92.9	1	7.1
(3) The program operates in accordance with state & federal labor laws	8	24.2	20	60.6	3	9.1	2	6.1	0	0.0	27	96.4	1	3.6

Table 27--Continued

	Scale 1										Scale 2			
	SA		A		U		D		SD		BOTH		BVE	
	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%
(4) Student assignments to employment situations are without bias towards: (Work Experience Program)														
(a) Males	11	33.3	19	57.6	3	9.1	0	0.0	0	0.0	28	96.6	1	3.5
(b) Females	11	34.4	18	56.3	3	9.4	0	0.0	0	0.0	28	96.6	1	3.5
(c) Ethnic group	12	36.4	18	54.6	3	9.1	0	0.0	0	0.0	27	96.4	1	3.5
(d) Race	11	33.3	19	57.6	3	9.1	0	0.0	0	0.0	28	100.0	0	0.0
(e) Limited English speaking ability	10	31.3	16	50.0	6	18.8	0	0.0	0	0.0	19	73.1	7	26.9
(f) Handicapped	1	100.0	0	100.0	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
(5) Student progress folders are available to placement staff	7	22.6	20	64.5	2	6.5	1	3.2	1	3.2	25	100.0	0	0.0
(6) Student placement folders are available to placement staff	10	30.3	20	60.6	2	6.1	0	0.0	1	3.0	25	100.0	0	0.0

Scale:

BVE = The standard is appropriate only for students enrolled in Bilingual Vocational Education
VE = The standard is appropriate only for students enrolled in traditional Vocational Education (the language of communication is English only)
Both = The identified standard is equally relevant to BVE and BE programs
None = The standard is not necessary for an effective BVE and/or VE program
SA = Strongly Agree that the criterion described would have considerable impact in meeting the standard in an effective BVE program
A = Agree that the criterion described would have a moderate impact in meeting the standard in an effective BVE program
U = Undecided that the criterion described would have any impact in meeting the standard in an effective BVE program

Table 27 Scale: (continued)

D = Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program

SD = Strongly Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program

CF = The total number of times that response was selected by all the respondents

% = Percentage of the total time that response was selected by those who responded to the questionnaire

f = The total number of times the response was selected within the school

Note: The percentage is calculated according to the number of responses to each question and not the total number of participants.

responses.

The criterion or its components that were not rated as being relevant for the standard by the respondents were further analyzed, as shown in Table 28, in reference to the types of programs the representatives participated in ESL and BVE. The analysis of the data showed the following: (a) the placement of students is the responsibility of the vocational instructor was rejected by both groups; cooperative education instructor was believed relevant by the ESL staff (60.0%) but not the BVE staff (44.4%); guidance counselor was found relevant by the ESL staff (66.7%) but not the BVE staff (44.4%); and the program director was not found relevant by either group; (b) the placement of students who complete or leave the program is further assisted by the following agencies: advisory committee members, who were believed to be relevant by the ESL staff (88.8%) but not the BVE staff (33.2%).

Student Placement Standard and Criteria for "Work Experience Programs"

The standard "Placement services are provided to program completers and/or leavers" was employed by the State of Florida, "Work Experience Instructional Program Review Model" and not rated separately during this study. The standard was validated during this study by the respondents, for student placement in reference to "BVE and both." The respondents were requested to express their

belief as to the relevance of the criteria for meeting the standard.

The criteria, shown in Table 28, were identified as necessary for meeting the standard for student placement for "Work Experience Programs" when a minimum of 60% of the responses for the criterion components were SA plus A.

The relevant criteria for meeting the standard for work experience programs were: (a) organized experience in the labor market is provided to meet program objectives, the program operates in accordance with state and federal labor laws (84.9%); (b) students assignments to employment stations are without bias towards: male (90.9%), females (90.6%), ethnic group (90.9%), race (90.9%), and LEP (81.3%); (c) students progress folders are available to placement staff (100%); students placement folders are available to placement staff (90.9%).

The criteria rejected by the initial analysis of data were further analyzed in reference to the program areas represented by the participants, ESL and BVE. The analysis of the rejected criteria, shown in Table 28, for "Work Experience Programs" showed the following: (a) organized experience in the labor market is provided to meet program objectives; parent and employer training agreements are available for each student was believed relevant by 100% of the ESL staff and only 36% of the BVE staff; and all students in program work was believed relevant for the

Table 28

Student Job Placement Standard and Criteria by Type of Instructor

		SA		A		U		D		SD	
		CF	%	CF	%	CF	%	CF	%	CF	%
Standard: Placement services are provided to program completers and/or leavers											
A. The placement of students is the responsibility of:	ESL	2	22.2	2	22.2	0	0.0	5	55.5	0	0.0
(1) Vocational instructor	BVE	3	11.1	8	29.6	3	11.1	9	33.3	4	14.8
(2) Cooperative education	ESL	2	20.0	4	40.0	1	10.0	3	30.0	0	0.0
instructor	BVE	2	7.4	10	37.0	1	3.7	10	37.0	4	14.8
(6) Director	ESL	1	11.1	3	33.3	0	0.0	5	55.5	0	0.0
	BVE	0	0.0	3	11.1	3	11.1	15	55.5	6	22.2
B. The placement of students who complete or leave the program is further assisted by the following agencies:											
(2) Advisory Committee	ESL	2	22.2	6	66.6	1	11.1	0	0.0	0	0.0
members	BVE	1	3.7	8	29.6	1	3.7	14	51.8	3	11.1
D. Organized experience in the labor market is provided to meet program objectives (Work Experience Program)											
(1) Parent and employer training agreements are available for each	ESL	2	25.0	6	75.0	0	0.0	0	0.0	0	0.0
student	BVE	0	0.0	9	36.0	12	48.0	2	8.0	2	8.0
(2) All students in program	ESL	1	12.5	6	75.0	0	0.0	1	12.5	0	0.0
work	BVE	1	4.0	6	24.0	9	36.0	7	28.0	2	8.0

Scale: see next page

Table 28 Scale:

ESL = Staff of English as a Second Language instruction
BVE = Staff of Vocational Programs with LEP students enrolled
SA = Strongly Agree that the criterion described would have a considerable impact in meeting the standard in an effective Bve program
A = Agree that the criterion described would have a moderate impact in meeting the standard in an effective BVE program
U = Undecided that the criterion described would have any impact in meeting the standard in an effective BVE program
D = Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program
SD = Strongly Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program
CF = The total number of times that response was selected by the respondents
% = Percentage of the total time that response was selected by those who responded to the questionnaire

Notes: The numbers and letters are concurrent with those used in the previous table and in the questionnaire.

The percentage is calculated according to the total responses to the question and not the number of participants.

standard by 87.5% of the ESL staff and only 28.0% of the BVE staff. The analyses of the data from the participants' responses showed the criteria were relevant for "both" types of programs.

Student Follow-up Standard and Criteria

The standard "Data from follow-up studies are used to make decisions regarding curriculum and program revision" was believed appropriate by 86.1% of the respondents as shown in Table 29. Appropriate here is defined as a response of at least 60% from the participants for "both" and/or "BVE only."

The criterion was considered relevant for meeting the standard if 60% or better of the respondents selected SA plus A. The criteria also shown in Table 29, that were identified by the respondents as relevant in meeting the standard were: (a) students are informed of the importance of follow-up studies (91.4%), (b) students are informed of follow-up procedures (91.4%), (c) teachers/instructors receive placement and follow-up information each year for the purpose of: making program changes (80.0%); sharing with school/college administrators (70.3%); sharing with Board of Trustees (61.3%); sharing with advisory committee (65.71%); sharing with students currently enrolled in the program (65.7%); and (d) teachers assist in contacting former students (77.1%). These criteria that were believed relevant for meeting the standard were additionally believed by the respondents to be pertinent to "both" with a minimum response of 93.3%.

Table 29

Student Follow-up Standard and Criteria

	Scale							
	BVE		VE		BOTH		NONE	
	CF	%	CF	%	CF	%	CF	%
Standard:								
Data from follow-up studies are used to make decisions regarding curriculum and program revision	4	11.1	1	2.8	31	86.1	00	0.0

	Scale 1										Scale 2			
	SA		A		U		D		SD		BOTH		BVE	
	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%
Criteria:														
A. Students are informed of the importance of follow-up studies	7	20.0	25	71.4	1	2.9	2	5.7	0	0.0	28	93.3	2	6.7
B. Students are informed of follow-up procedures	7	20.0	25	71.4	1	2.9	2	5.7	0	0.0	29	93.5	2	6.5
C. Teachers/instructors receive placement & follow-up information each year for the purpose of (rate all):														
(1) Making program changes	5	13.9	22	61.1	2	5.6	4	11.1	3	8.3	25	96.2	1	3.9
(2) Sharing with school/ college administrators	5	13.6	21	56.8	6	16.2	2	5.4	3	8.1	24	96.0	1	4.0
(3) Sharing with Board of Trustees (C.C. level only)	4	12.1	15	45.4	12	36.4	0	0.0	2	6.5	16	94.1	1	5.9
(4) Sharing with Advisory Committee	5	14.3	18	51.4	10	28.6	0	0.0	2	5.7	21	100.0	0	0.0

Scale: see next page

Table 29 Scale:

BVE = The standard is appropriate only for students enrolled in Bilingual Vocational Education
VE = The standard is appropriate only for students enrolled in traditional Vocational Education (the language of communication is English only)
Both = The identified standard is equally relevant to BVE and VE programs
None = The standard is not necessary for an effective BVE and/or VE program
SA = Strongly Agree that the criterion described would have considerable impact in meeting the standard in an effective BVE program
A = Agree that the criterion described would have a moderate impact in meeting the standard in an effective BVE program
U = Undecided that the criterion described would have any impact in meeting the standard in an effective BVE program
D = Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program
SD = Strongly Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program
CF = The total number of times that response was selected by all the respondents
% = Percentage of the total time that response was selected by those who responded to the questionnaire
f = The total number of times the response was selected within the school

Note: The percentage is calculated according to the number of responses to each question and not the total number of participants.

Staff Improvement Standard and Criteria

The standard "The opportunity for professional improvement is provided in accordance with staff needs," was believed appropriate by 88.9% of the respondents as presented in Table 30. A standard required only a response of 60% of the participants to be identified as appropriate. The criteria necessary for meeting the standard were identified in that a minimum of 60% responses were SA and A.

The criteria (see Table 30) necessary to meet the above standards were: (a) the staff development needs of those responsible for the program are assessed in the following areas: cultural understanding (82.4%); vocational update (100.0%); foreign language skills (68.6%); English language skills (80.0%); (b) inservice staff development workshops are provided (94.4%); (c) inservice administrative development workshops are provided (83.3%); and (d) local funds are provided for travel to self-development activities (69.4%). The criteria that the respondents identified as relevant for meeting the standard were additionally believed to be pertinent to "both" types of programs with a minimum response of 87.5 %.

Table 30

Staff Improvement Standard and Criteria

	Scale							
	BVE		VE		BOTH		NONE	
	CF	%	CF	%	CF	%	CF	%
Standard:								
The opportunity for professional improvement is provided in accordance with staff needs	4	11.1	0	0.0	32	88.9	0	0.0

	Scale 1										Scale 2			
	SA		A		U		D		SD		BOTH		BVE	
	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%
Criteria:														
A. The staff development needs of those responsible for the program are assessed in the following areas: (rate all)														
(1) cultural understanding	9	26.5	19	55.9	6	17.7	0	0.0	0	0.0	17	100.0	0	0.0
(2) vocational update	10	28.6	25	71.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
(3) foreign language skills	4	11.4	20	57.1	6	17.1	5	14.3	0	0.0	21	87.5	3	12.5
(4) English language skills	6	17.1	22	62.9	7	20.0	0	0.0	0	0.0	27	100.0	0	0.0
(5) Other (specify)														
B. Inservice staff development workshops are provided	8	22.2	26	72.2	2	5.6	0	0.0	0	0.0	30	75.0	2	5.3
C. Inservice administrative development workshops are provided	9	25.0	21	58.3	6	16.7	0	0.0	0	0.0	27	96.4	1	3.6
D. Local funds are provided for travel to self-development activities	9	25.0	16	44.5	3	8.3	5	13.9	3	8.3	24	96.0	1	4.0

Scale: see next page

Table 30 Scale:

BVE = The standard is appropriate only for students enrolled in Bilingual Vocational Education

VE = The standard is appropriate only for students enrolled in traditional Vocational Education (The language of communication is English only)

Both = The identified standard is equally relevant to BVE and VE programs

None = The standard is not necessary for an effective BVE and/or VE program

SA = Strongly Agree that the criterion described would have considerable impact in meeting the standard in an effective BVE program

A = Agree that the criterion described would have a moderate impact in meeting the standard in an effective BVE program

U = Undecided that the criterion described would have any impact in meeting the standard in an effective BVE program

D = Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program

SD = Strongly Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program

CF = The total number of times that response was selected by all the respondents

% = Percentage of the total time that response was selected by those who responded to the questionnaire

f = The total number of times the response was selected within the school

Note: The percentage is calculated according to the number of responses to each question and not the total number of participants.

Administrators and Supervisors
Standard and Criteria

The standard "Administrators and/or supervisors provide assistance in program maintenance and improvement, was believed appropriate by 82.0% of the respondents as shown in Table 31. A minimum of 60% responses was required for the standard to be identified as "appropriate." The criteria necessary for meeting the above stated standard were identified when a minimum of 60% of the responses for the criterion or its components was SA plus A.

The criteria identified as relevant to the avove standard were: (a) the administrators and/or supervisors who provide assistance: dean of instruction (67.7%); dean/director of occupational education; program leader; local director of VE; county level vocational supervisor; school principal or director. The previously identified criteria for the above standard were additionally perceived as pertinent for "both" by a minimum of 95.7% of the respondents.

Table 31

Administrators and Supervisors Standard and Criteria

	Scale							
	BVE		VE		BOTH		NONE	
	CF	%	CF	%	CF	%	CF	%
Standard:								
Administrators and/or supervisors provide assistance in program maintenance and improvement.	7	18.0	0	0	32	82.0	0	0

	Scale 1										Scale 2			
	SA		A		U		D		SD		BOTH		BVE	
	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%
Criteria:														
A. The administrators and/or supervisors who provide the assistance are: (rate all)														
(1) Dean of Instruction (C.C. only)	5	14.7	18	52.9	10	29.4	1	2.9	0	0.0	22	95.7	1	4.4
(2) Dean/Director of Occupational Education (C.C. only)	5	14.7	22	64.7	7	20.6	0	0.0	0	0.0	26	96.3	1	3.7
(3) Program Leader (C.C. only)	5	14.7	20	58.8	9	26.5	0	0.0	0	0.0	17	100.0	0	0.0
(4) Local Director of VE (high school only)	5	14.7	23	67.7	6	17.7	0	0.0	0	0.0	26	96.3	1	3.7
(5) County level Vocational Supervisor (high school only)	6	17.7	23	67.7	5	14.7	0	0.0	0	0.0	28	93.3	2	6.7
(6) School Principal or Director (high school only)	6	18.2	25	75.8	2	6.1	0	0.0	0	0.0	30	100.0	0	0.0

Table 31--Continued

	Scale 1										Scale 2			
	SA		A		U		D		SD		BOTH		BVE	
	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%	CF	%
(5) Sharing with students currently enrolled in the program	5	14.3	18	51.4	10	28.8	0	0.0	2	5.7	21	100.0	0	0.0
D. Teachers assist in contacting former students	4	11.4	23	65.7	5	14.3	1	2.9	2	5.7	21	100.0	0	0.0

Scale:

- BVE = The standard is appropriate only for students enrolled in Bilingual Vocational Education
- VE = The standard is appropriate only for students enrolled in traditional Vocational Education (the language of communication is English only)
- Both = The identified standard is equally relevant to BVE and VE programs
- None = The standard is not necessary for an effective BVE and/or VE program
- SA = Strongly Agree that the criterion described would have considerable impact in meeting the standard in an effective BVE program
- A = Agree that the criterion described would have a moderate impace in meeting the standard in an effective BVE program
- U = Undecided that the criterion described would have any impact in meeting the standard in an effective BVE program
- D = Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program
- SD = Strongly Disagree that the criterion described would have any impact in meeting the standard in an effective BVE program
- CF = The total number of times that response was selected by all the respondents
- % = Percentage of the total time that response was selected by those who responded to the questionnaire
- f = The total number of times the response was selected within the school

Note: The percentage is calculated according to the number of responses to each question and not the total number of participants.

BVIPRC Development and Pilot Test

The BVIPRC was developed on the basis of the analysis of the data obtained from the questionnaire (QIV) and the structural format mandated by the State of Florida, Division of Vocational Education, Bureau of Vocational Research, Dissemination and Evaluation. The specified format was the same as that employed in the VEIPR for the state. The VEIPR was a process model of which the procedures are composed of a self-evaluation section, an on-site review verification by a consultant, and conference with consultant and the school administrator to discuss the outcome of the program review. The program instructor is involved only in the self-evaluation and on-site visit of the consultant. Likewise, the BVIPRC is composed of a self-evaluation component and an on-site review. The conference with administrators, however, was held only with those supervisors who desired feedback.

To obtain a better understanding of the methodology employed during a program review the researcher accompanied a program consultant during the program review at a vocational technical center. The consultant also critiqued the BVIPRC (CII) for reliability of interpretation, clarity of wording, and validity of content.

The BVIPRC was reviewed by the panel of experts and revised, based on their recommendations and the consultant. The revisions were as follows: (a) the letters that were to be sent with the self-evaluation form to the instructors and administrators were revised to include English as a Second Language Programs (see Appendix E), (b) the "evidences for standards" portion of the 'Direction Book' were increased from the VEIPR, for traditional VE, to include specific "evidence for standards for the BVE programs" (see Appendix E), (c) the criterion, "the membership of the advisory committee is representative of" was increased to include subject matter experts and the handicapped, (d) the criterion "the program is staffed by qualified teachers/instructional personnel were increased to include subject matter experts, handicapped, and Bilingual English as a Second Language Instructor, (e) the word "regular" was changed to "standard" in reference to the teacher V.E. certification acceptable for validation of qualifications, (f) the area heading "VII" was changed to read "Recruitment and Orientation Procedures are operations" rather than "Recruitment Procedures are Operational," (g) the criterion "Orientation sessions are held to acquaint students with program was increased to include guidance personnel, (h) the criterion community resources that are used,

"Social Organization" was increased to include outreach recruitment staff, (i) the criterion for class enrollment was reworded in a positive way to concur with the new wording that was being introduced to the VEIPR. The revised criterion appears as "The number of students enrolled in the class permits the students to attain program objectives", (j) the response to the criterion "What is the predominant method of instruction" was changed from "check one" to "check all that apply", (k) the criterion "The placement of students is the responsibility of: the "Cooperative education instructor" was changed to "Cooperative education coordinator", "student" was changed to read "student himself/herself"; "director" was changed to read "Director/Principal" and County Supervisor was added to the selection of persons who provide placement assistance, (l) the criterion "sharing with school/college administrators" for the use of follow-up studies was changed to "discuss with", (m) the criterion for supervisors and administrators who provide assistance was changed to include Assistant Principals, and (n) the criterion "Local funds are provided for travel to 'self-developing' activities" was changed to read "Local funds are provided for travel to staff for self-improvement activities" (see Appendix E for pilot test BVIPRC).

Upon the completion of instrument revisions, the BVIPRC (CIII) was pilot tested on the previously identified staffs that responded to the questionnaire. These were instructors of LEP students enrolled in vocational programs. The pilot test consisted of the self-evaluation that the participants completed prior to the visit by the researcher for the on-site review. The on-site review included an interview with each participant for the purpose of determining the reliability of the interpretation of the instrument and validity of the standards and their criteria (see Table 32).

The researcher reviewed the self-evaluation form to identify areas of discrepancy between the observed and recorded data. The participant(s) and the researcher then reviewed the instrument for further verification of interpretation and validation of standards. The researcher recorded the area that each criterion (BVE, ESL, both, none) was perceived by the participants to be most relevant for the criteria. Table 32 shows that the criteria were revalidated by the participants as relevant for both and BVE only by 60% or more of the responses for each criterion. In addition, it was found that the instructors believed that the same criteria could be used for all students (both LEP and English speaking) except the use of target language for instructors. A minimum of 60% of the responses to be considered was

Table 32

Bilingual Vocational Instructional Program Review Component Validation of Criteria

VOCATIONAL EDUCATION INSTRUCTIONAL PROGRAM REVIEW

OCCUPATIONAL PROFICIENCY AND COMMUNITY COLLEGE

I. PROGRAM OBJECTIVES ARE CONSISTENT WITH THE VOCATIONAL EDUCATION PROGRAM COURSES STANDARDS - 1980 FOR DETERMINING ELIGIBILITY FOR FTE FUNDING

	YES	NO
A. Does the subject matter in this program correspond to the program description specified in Vocational Education Program Course Standards--1980 for determining eligibility for weighted FTE funding?	___	___
B. Have objectives been written to cover the subject matter in this program?	___	___

II. PROGRAM OBJECTIVES ARE CONSISTENT WITH THE STANDARDS AS SPECIFIED BY THE MAJOR FUNDING SOURCE (FEDERAL, STATE, COMMUNITY, OTHER)

	YES	NO
A. The subject matter in this program corresponds to the program description specified by the major funding source.	___	___
B. Objectives have been written to cover the subject matter in the program.	___	___

III. COURSES OR UNITS OF INSTRUCTION IN THIS PROGRAM ARE BASED ON DEFINED OR MEASUREABLE COMPETENCIES REQUIRED FOR EMPLOYMENT

	YES	NO
A. The program provides students with the needed knowledge, skills, and attitudes required for employment.	___	___
B. The exit competencies of the student are compatible with current employment practices in the field of training.	___	___

	USED	USED TO SOME DEGREE	NOT USED
C. The methods/sources that are used in the development of courses or units of instruction are:			
1. Task analysis of occupation	___	___	___
2. Available curriculum guides	___	___	___
3. Textbooks	___	___	___
4. Learning task analyses	___	___	___
5. Subject matter expert interviews	___	___	___
6. Subject matter expert committees	___	___	___
7. Observation of workers in occupational area	___	___	___
8. Special needs of students	___	___	___
9. Special characteristics of students	___	___	___
10. Other (Specify) ___			

IV. THE PROGRAM IS SUPPORTED BY AN ORGANIZED AND ACTIVE ADVISORY COMMITTEE

	YES	NO
A. Does this program have an advisory committee? (If NO go to Section V)	___	___

B. If YES what kind of advisory committee serves this program?

___ 1. A specific county wide committee for an occupational area.

___ 2. A district/college wide advisory committee for all vocational programs.

___ 3. An advisory committee for this specific program only.

EVALUATION OF BVE/VE PROGRAM REVIEW COMPONENT

DIRECTIONS: Given the response that most nearly represents your feelings as to the appropriateness of the standard and its criterion for evaluating the effectiveness of BVE/VE programs in the state of Florida. Make any additional comments in the space provided at at the end of this instrument. The Standard/Criteria is appropriate for: (Note)

	1 BVE + VE	1 BVE only	1 EAL only	0 Appropriate	Not Appropriate	Comments
Standard I.						
A.	33 97.0	00 00.0	00 00.0	1 3.0		
B.	33 97.0	00 00.0	00 00.0	1 3.0		
Standard II.						
A.	28 84.8	00 00.0	00 00.0	4 12.1		
B.	31 93.9	00 00.0	00 00.0	2 6.1		
Standard III.						
A.	33 100.0	00 00.0	00 00.0	00 00.0	00 00.0	
B.	33 100.0	00 00.0	00 00.0	00 00.0	00 00.0	
C.1.	33 100.0	00 00.0	00 00.0	00 00.0	00 00.0	
2.	33 100.0	00 00.0	00 00.0	00 00.0	00 00.0	
3.	33 100.0	00 00.0	00 00.0	00 00.0	00 00.0	
4.	33 100.0	00 00.0	00 00.0	00 00.0	00 00.0	
5.	33 100.0	00 00.0	00 00.0	00 00.0	00 00.0	
6.	33 100.0	00 00.0	00 00.0	00 00.0	00 00.0	
7.	33 100.0	00 00.0	00 00.0	00 00.0	00 00.0	
8.	33 100.0	00 00.0	00 00.0	00 00.0	00 00.0	
9.	33 100.0	00 00.0	00 00.0	00 00.0	00 00.0	
Standard IV						
A.	33 100.0	00 00.0	00 00.0	00 00.0	00 00.0	
B.	33 100.0	00 00.0	00 00.0	00 00.0	00 00.0	
C.	33 100.0	00 00.0	00 00.0	00 00.0	00 00.0	
D.	33 100.0	00 00.0	00 00.0	00 00.0	00 00.0	

Table 32 (continued)

C. The members of the advisory committee include representation from the following areas: (Check all that apply)

__ 1. Employers
__ 2. Supervisors and Managers
__ 3. Employees
__ 4. Former students
__ 5. Present students
__ 6. Parents (high school level)
__ 7. Accreditation, licensing, and certification board members
__ 8. Community leaders
__ 9. Other (specify) _____

D. The membership of the advisory committee is representative of: (check all that apply)

__ 1. Males
__ 2. Females
__ 3. Ethnic groups living in the area
__ 4. Races living in the area
__ 5. Subject matter experts
__ 6. Handicapped
__ 7. Other(specify) _____

V. THE PROGRAM IS STAFFED BY QUALIFIED PERSONNEL

A. The program is staffed by qualified teachers/instructional personnel in the following areas: (check all that apply)

__ 1. Vocational Education
__ 2. Vocational Education, English, and target language(s)
__ 3. English as a Second Language (ESL) instruction
__ 4. ESL Bilingual person in target language(s)
__ 5. Multicultural understanding

B. The teacher/instructional qualifications are validated by: (check all that apply)

__ 1. Florida VE Certification (temporary or standard)
__ 2. Approved by local school board or board of trustees

C. Your program is staffed by qualified supportive personnel: (check all that apply)

__ 1. Guidance Counselors
__ a. Proficient in English and target language(s)
__ 2. Occupational Specialist
__ a. Proficient in English and target language(s)
__ 3. Paraprofessionals
__ a. Bilingual in English and target language(s)

		VE & VR		VR		ESL		N/A		
		CF	%	CF	%	CF	%	CF	%	
C.	1.	33	100.0	00	00.0	00	00.0	00	00.0	
	2.	33	100.0	00	00.0	00	00.0	00	00.0	
	3.	33	100.0	00	00.0	00	00.0	00	00.0	
	4.	33	100.0	00	00.0	00	00.0	00	00.0	
	5.	33	100.0	00	00.0	00	00.0	00	00.0	
	6.	33	100.0	00	00.0	00	00.0	00	00.0	
	7.	33	100.0	00	00.0	00	00.0	00	00.0	
	8.	33	100.0	00	00.0	00	00.0	00	00.0	
D.	1.	33	100.0	00	00.0	00	00.0	00	00.0	
	2.	33	100.0	00	00.0	00	00.0	00	00.0	
	3.	33	100.0	00	00.0	00	00.0	00	00.0	
	4.	33	100.0	00	00.0	00	00.0	00	00.0	
	5.	33	100.0	00	00.0	00	00.0	00	00.0	
	6.	33	100.0	00	00.0	00	00.0	00	00.0	
A.		33	100.0	00	00.0	00	00.0	00	00.0	
		33	100.0	00	00.0	00	00.0	00	00.0	
		31	93.9	00	00.0	1	6.1	00	00.0	
	4.	31	93.9	00	00.0	1	6.1	00	00.0	
		33	100.0	00	00.0	00	00.0	00	00.0	
B.	1.	33	100.0	00	00.0	00	00.0	00	00.0	
	2.	33	100.0	00	00.0	00	00.0	00	00.0	
C.		33	100.0	00	00.0	00	00.0	00	00.0	
		33	100.0	00	00.0	00	00.0	00	00.0	
		33	100.0	00	00.0	00	00.0	00	00.0	
		33	100.0	00	00.0	00	00.0	00	00.0	
		33	100.0	00	00.0	00	00.0	00	00.0	
		33	100.0	00	00.0	00	00.0	00	00.0	

Table 32 (continued)

XI. INSTRUCTION IS ORGANIZED IN ORDER TO ASSIST STUDENTS IN MEETING PROGRAM OBJECTIVES.

	Standard: All								
	BVE & VS		BVS		BVL		N/A		
A. What are the predominant methods of instruction? (check all that apply)	CF	%	CF	%	CF	%	CF	%	
___1. A specified period of time is allocated to each course unit and students are expected to master the material within a time period (time based).	1. 33	100.0	00	00.0	00	00.0	00	00.0	
___2. Instruction is varied to accommodate individual learning styles of students (individualized instruction).	2. 33	100.0	00	00.0	00	00.0	00	00.0	
___3. Students progress at their own rate through a series of tasks (competency-based).	3. 33	100.0	00	00.0	00	00.0	00	00.0	
B. The language(s) in the instruction of students is/are:									
___1. English only	1. 32	97.0	00	00.0	00	00.0	1	3.0	
___2. Target language(s) only	2. 18	54.5	2	6.1	00	00.0	13	39.4	
___3. English and target language(s)	3. 26	84.0	1	3.0	00	00.0	4	13.1	
C. The instructional staff is composed of:									
___1. Vocational instructor who speaks English only	1. 33	97.0	00	00.0	00	00.0	1	3.0	
___2. Vocational instructor who speaks English and target language(s)	2. 33	100.0	00	00.0	00	00.0	00	00.0	
___3. Vocational instructor who speaks English only & a paraprofessional who speaks English & target language(s)	3. 33	97.0	00	00.0	00	00.0	1	3.0	
___4. Vocational instructor & a paraprofessional who speak English & target language(s)	4. 33	100.0	00	00.0	00	00.0	00	00.0	
___5. Vocational instructor who speaks English and target language(s) & a paraprofessional speaking English only	5. 33	100.0	00	00.0	00	00.0	00	00.0	
D. What is the predominant method of evaluation in this program?									
___1. A student's performance is compared with that of other students (norm-reference)	1. 31	93.9	00	00.0	00	00.0	2	6.1	
___2. A student's performance is compared with a predetermined standard (criterion reference).	2. 33	100.0	00	00.0	00	00.0	00	00.0	
___3. A pretest/posttest is given to determine individual student achievement	3. 32	97.0	00	00.0	00	00.0	1	3.0	

	YES	TO SOME DEGREE	NO							
E. Student organization activities are included in the program's instructional component.	___	___	___	28	84.8	00	00.0	00	00.0	5	15.2	
F. The vocational student organizations are supported by budgeted school funds.	___	___	___	28	84.8	00	00.0	00	00.0	5	15.2	
G. Cooperative or on-the-job instruction is provided for all students when needed.	___	___	___	28	84.8	00	00.0	00	00.0	5	15.2	

XII. PLACEMENT SERVICES ARE PROVIDED TO PROGRAM COMPLETERS OR LEAVERS.

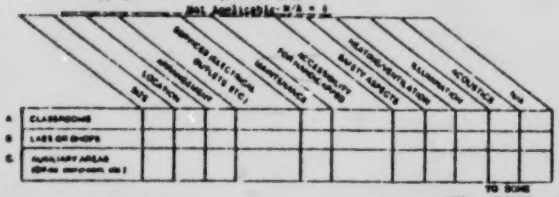
	Standard: All								
A. The placement of students is the responsibility of: (check all that apply)									
___1. Vocational instructor	1. 33	100.0	00	00.0	00	00.0	00	00.0	

Table 32 (continued)

VI. THE FACILITY ENABLES PROGRAM OBJECTIVES TO BE TAUGHT

Can the program objectives be taught in the current facility? Use the scale below to assign a numerical value to the adequacy of each area of the facility.

Appropriate = 1
Appropriate to some degree = 2
Not appropriate for occupational area = 3
Not Applicable: N/A = 4



	YES	TO SOME DEGREE	NO
D. Restrooms, dressing rooms, etc. are conveniently located for:			
1. Male students	—	—	—
2. Female students	—	—	—
3. Handicapped students	—	—	—
E. Restrooms, dressing rooms, safety directions and charts are clearly marked in:			
___ 1. English only			
___ 2. Target language(s) only			
___ 3. English and target language(s)			
___ 4. Other (specify)			

VII. INSTRUCTIONAL RESOURCES ARE USED TO MEET PROGRAM OBJECTIVES

A. Does this program have the following instructional resources needed for students to attain program objectives:	YES	TO SOME DEGREE	NO
1. Tools and equipment	—	—	—
2. Vocational instructional materials in:			
___ a. English only			
___ b. English and target language(s)			
___ c. Target language(s) only			
___ d. Components of English and target language needed for occupation (i.e., bilingual secretary)			
3. English as a second language materials for occupational area	—	—	—
4. Consumable supplies	—	—	—
5. Related resources (equipment, livestock, human subjects, etc.) N/A	—	—	—
6. Audio visual materials	—	—	—
7. Other (specify) ___	—	—	—

Standard VI

	SVPS & VE CY	SVPS & VE %	SVPS CY	SVPS %	SOL CY	SOL %	H/S CY	H/S %	
	33	100.0							

a.	33	100.0	00	00.0	00	00.0	00	00.0	
b.	33	100.0	00	00.0	00	00.0	00	00.0	
c.	33	100.0	00	00.0	00	00.0	00	00.0	
1.	33	100.0	00	00.0	00	00.0	00	00.0	
2.	19	57.6	1	3.0	00	00.0	13	39.4	
3.	31	93.9	00	00.0	00	00.0	2	6.1	

Standard VII

a.	33	100.0	00	00.0	00	00.0	00	00.0	
b.	33	100.0	00	00.0	00	00.0	00	00.0	
c.	33	100.0	00	00.0	00	00.0	00	00.0	
d.	33	100.0	00	00.0	00	00.0	00	00.0	
e.	19	54.5	1	3.1	00	00.0	13	39.4	
	33	100.0	00	00.0	00	00.0	00	00.0	
3.	33	100.0	00	00.0	00	00.0	00	00.0	
4.	33	100.0	00	00.0	00	00.0	00	00.0	
5.	33	100.0	00	00.0	00	00.0	00	00.0	
6.	33	100.0	00	00.0	00	00.0	00	00.0	

Table 32 (continued)

	YES	TO SOME VALUES	NO	N/A	DVT & VR CY	%	VHS CY	%	ESL CY	%	N/A CY	%
C. Tools and equipment in this program are similar to those used in business and industry.					29	87.9	3	9.1	00	00.0	3	9.1
D. Tools and equipment have the necessary safety devices.					29	87.9	3	9.1	00	00.0	3	9.1
E. If tools and equipment break, service is available.					29	87.9	3	9.1	00	00.0	3	9.1
F. Worn, broken, or outdated tools and equipment are replaced.					29	87.9	3	9.1	00	00.0	3	9.1
G. Instructional materials in this program are non-discriminatory in content toward:												
1. Males					33	100.0	00	00.0	00	00.0	00	00.0
2. Females					33	100.0	00	00.0	00	00.0	00	00.0
3. Gurus					33	100.0	00	00.0	00	00.0	00	00.0
4. Handicapped					33	100.0	00	00.0	00	00.0	00	00.0
5. Ethnic Groups					33	100.0	00	00.0	00	00.0	00	00.0
6. Limited English Speaking					33	100.0	00	00.0	00	00.0	00	00.0
RECRUITMENT AND ORIENTATION PROCEDURES ARE OPERATIONAL												
A. Orientation sessions are held to acquaint students with the program BEFORE ADMISSION												
1. Guidance personnel					33	100.0	00	00.0	00	00.0	00	00.0
2. Vocational Instructors					33	100.0	00	00.0	00	00.0	00	00.0
3. Multilingual Staff					33	100.0	00	00.0	00	00.0	00	00.0
B. Orientation sessions are held to acquaint students with the program AFTER ADMISSION												
1. Guidance personnel					33	100.0	00	00.0	00	00.0	00	00.0
2. Vocational Instructors					33	100.0	00	00.0	00	00.0	00	00.0
3. Multilingual Staff					33	100.0	00	00.0	00	00.0	00	00.0
C. Printed information is provided to students with the program (If not skip to D)												
1. Printed material is provided for:												
a. English only					33	100.0	00	00.0	00	00.0	00	00.0
b. Target language(s) only					27	81.8	5	15.2	00	00.0	00	00.0
c. English and target language(s)					30	81.8	5	15.2	00	00.0	00	00.0
D. Community resources are used to provide information to prospective students (If no skip to E)												
1. The community resources used are:												
(a) Radio and TV												
a.1 Target language programs(s)					27	81.8	5	15.2	00	00.0	00	00.0
a.2 Both English and target language(s)					26	78.8	6	18.2	00	00.0	00	00.0
a.3 English language only					33	97.0	6	18.2	00	00.0	00	00.0

Do not know CY	%
1	3.0
1	3.0
1	3.0

Table 32 (continued)

	YES	TO SOME DEGREE	NO	N/A
(b) Newspapers				
b.1 English language only	—	—	—	—
b.2 Target language(s) only	—	—	—	—
b.3 Both English and target language(s)	—	—	—	—
(c) Social Organizations				
c.1 Social service agencies	—	—	—	—
c.2 Ethnic clubs	—	—	—	—
c.3 Outreach recruitment staff	—	—	—	—
c.4 Other (specify)_____				
B. All students are encouraged to enter the program including:				
1. Males	—	—	—	—
2. Females	—	—	—	—
3. From ethnic groups living in the area	—	—	—	—
4. From races living in the area	—	—	—	—
5. Limited English Speaking	—	—	—	—
6. Handicapped	—	—	—	—
IX. ADMISSION PROCEDURES FOR THE PROGRAM ARE OPERATIONAL (IF NO SKIP TO X)	—	—	—	—
A. Academic prerequisites are specified for students in:				
___1. English only				
___2. Target language plus some English knowledge				
___3. English plus some knowledge of target language(s)				
___4. Target language(s) only				
B. Students enrolled in the program are at proper grade level as specified in the Course Code Directory-Public Schools 1980-81.	—	—	—	—
C. If NO, is written justification available for each student enrolled at grade level?	—	—	—	—
D. The admission procedures are developed by: (check all that apply)				
___1. Administrators ___3. Teachers				
___2. Counselors ___4. Other (specify) _____				
E. Teacher(s) assist in the selection of students who enter the program	—	—	—	—
X. CLASS ENROLLMENT IS A FACTOR WHICH PERMITS THE ATTAINMENT OF PROGRAM OBJECTIVES BY EACH STUDENT				
A. The number of students enrolled in the class permits the students to attain program objectives	—	—	—	—

	CY	%	PYS	%	CY	SAL %	CY	N/A %	
(b)									
b.1	33	100.0	00	00.0	00	00.0	00	00.0	
b.2	33	100.0	00	00.0	00	00.0	00	00.0	
b.3	33	100.0	00	00.0	00	00.0	00	00.0	
(c)									
c.1	33	100.0	00	00.0	00	00.0	00	00.0	
c.2	33	100.0	00	00.0	00	00.0	00	00.0	
c.3	33	100.0	00	00.0	00	00.0	00	00.0	
B.	33	100.0	00	00.0	00	00.0	00	00.0	
	33	100.0	00	00.0	00	00.0	00	00.0	
	33	100.0	00	00.0	00	00.0	00	00.0	
	33	100.0	00	00.0	00	00.0	00	00.0	
	33	100.0	00	00.0	00	00.0	00	00.0	
	33	100.0	00	00.0	00	00.0	00	00.0	
					Standard 18				
A.	32	97.0	00	00.0	1	3.0	00	00.0	
	28	84.8	00	00.0	00	00.0	5	15.2	
	28	84.8	00	00.0	00	00.0	5	15.2	
	28	84.8	00	00.0	00	00.0	5	15.2	
B.	32	97.0	00	00.0	00	00.0	1	3.0	
	32	97.0	00	00.0	00	00.0	1	3.0	
D.	32	97.0	00	00.0	00	00.0	1	3.0	
	32	97.0	00	00.0	00	00.0	1	3.0	
	32	97.0	00	00.0	00	00.0	1	3.0	
	32	97.0	00	00.0	00	00.0	1	3.0	
E.	33	97.0	00	00.0	00	00.0	1	3.0	
					Standard 9				
A.	33	100.0	00	00.0	00	00.0	00	00.0	

Table 32 (continued)

		DVR & VR		DVR		SSI		S/A	
		CF	%	CF	%	CF	%	CF	%
___2.	Cooperative education coordinator								
___3.	Guidance counselor								
___4.	Occupational specialist								
___5.	Student himself/herself								
___6.	Director/Principal								
___7.	County Supervisor								
8.	The placement of students who complete or leave the programs is further assisted by the following agencies: (check all that apply)								
___1.	Florida State Employment Services								
___2.	Advisory Committee members								
___3.	Potential employers in business and industry								
___4.	Ethnic group organizations								
___5.	None of the above								
___6.	Don't know								
___7.	Other (specify)___								

C. Aid for placement is provided for program leavers and completers.	YES	TO SOME DEGREE	NO
1. Aid is provided equally for:			
a. Males			
b. Females			
c. Minority ethnic group members			
d. Minority race member			
e. Limited English speaking			
f. Handicapped			

		DVR & VR		DVR		SSI		S/A	
		CF	%	CF	%	CF	%	CF	%
1.									
a.	33	100.0	00	00.0	00	00.0	00	00.0	
b.	33	100.0	00	00.0	00	00.0	00	00.0	
c.	33	100.0	00	00.0	00	00.0	00	00.0	
d.	33	100.0	00	00.0	00	00.0	00	00.0	
e.	33	100.0	00	00.0	00	00.0	00	00.0	
f.	33	100.0	00	00.0	00	00.0	00	00.0	

XIII. DATA FROM FOLLOW-UP STUDIES ARE USED TO MAKE DECISIONS REGARDING CURRICULAR AND PROGRAM REVISION

A.	Students are informed of the importance of follow-up studies	___	___	___	Standard XIII				
a.	33	100.0	00	00.0	00	00.0	00	00.0	
B.	Students are informed of follow-up procedures	___	___	___					
b.	33	100.0	00	00.0	00	00.0	00	00.0	
C.	Teachers/instructors receive placement & follow-up information from students and employers each year.	___	___	___					
c.	33	100.0	00	00.0	00	00.0	00	00.0	
D.	If YES, how is this information used? (check all that apply)								
___1.	Making program changes								
___2.	Discuss with school/college administrators								
___3.	Sharing with Board of Trustees (C.C. level only)								
___4.	Sharing with Advisory Committee								
___5.	Sharing with students currently enrolled in the program								
d.	33	100.0	00	00.0	00	00.0	00	00.0	
E.	Teachers assist in contacting former students	___	___	___					
e.	33	100.0	00	00.0	00	00.0	00	00.0	

Table 32 (continued)

XIV. ADMINISTRATORS AND SUPERVISORY PERSONNEL PROVIDE ASSISTANCE IN PROGRAM MAINTENANCE AND IMPROVEMENT.

	YES	TO SOME DEGREE	NO
A. Have administrative or supervisory persons provided direct assistance to this program?	___	___	___
B. If YES, was assistance provided when requested?	___	___	___
C. If YES, assistance was provided by:			

Nature of Assistance (check all that apply)

	Instructional Methods	Program Contents	Instructional Resources	Others
1. Local Director of Vocational Education				
2. County Level Vocational Supervisor				
3. School Principal or Director				
4. Assistant Principal				
5. Other (specify)_____				

Standard XIV	BVE & VE CF	BVE & VE %	BVE CF	BVE %	BSL CF	BSL %	B/A CF	B/A %	
A.	33	100.0	00	00.0	00	00.0	00	00.0	
B.	33	100.0	00	00.0	00	00.0	00	00.0	
C.	33	100.0	00	00.0	00	00.0	00	00.0	
1.	33	100.0	00	00.0	00	00.0	00	00.0	
2.	33	100.0	00	00.0	00	00.0	00	00.0	
3.	33	100.0	00	00.0	00	00.0	00	00.0	
4.	33	100.0	00	00.0	00	00.0	00	00.0	

XV. OPPORTUNITIES FOR STAFF IMPROVEMENT ARE PROVIDED IN ACCORDANCE WITH NEEDS OF THE TEACHER(S)

	YES	TO SOME DEGREE	NO
A. Are the staff development needs of teachers in this program assessed? (If YES, check all that apply NO, skip to C)	___	___	___
B. The staff development needs of those responsible for the program are assessed in the following areas:			
___1. Cultural understanding			
___2. Vocational update			
___3. Foreign language skills			
___4. English language skills			
___5. Other (specify) ___			
C. Inservice staff development workshops are provided	___	___	___
D. Inservice administrative development workshops are provided	___	___	___
E. Local funds are provided for travel to staff development activities	___	___	___

Standard XV								
A.	33	100.0	00	00.0	00	00.0	00	00.0
B.	33	100.0	00	00.0	00	00.0	00	00.0
1.	33	100.0	00	00.0	00	00.0	00	00.0
2.	33	100.0	00	00.0	00	00.0	00	00.0
3.	33	100.0	00	00.0	00	00.0	00	00.0
4.	33	100.0	00	00.0	00	00.0	00	00.0
C.	33	100.0	00	00.0	00	00.0	00	00.0
D.	33	100.0	00	00.0	00	00.0	00	00.0
E.	33	100.0	00	00.0	00	00.0	00	00.0

156

necessary for "both" and/or "BVE only" for the criteria to be perceived by the researcher as being relevant to BVE.

The BVIPRC (CIII) was further critiqued by several of the staff at the Bureau of Vocational Research, Dissemination and Evaluation. Their recommendations were incorporated into the field test version of the BVIPRC (CIV). The review by the panel of experts and the staff of the Bureau of Vocational Research, Dissemination and Evaluation did not provide data for analyses, their in put was for structure and content. The suggestions of the reviewers were incorporated into the field test model of the BVIPRC.

The BVIPRC was developed by the researcher, deleting those criteria which, though found valid by the questionnaire analysis and revalidation (the pilot test analysis), were not desired by the state personnel. An example of such a deletion includes the use of pretest/posttest as a method of student evaluation. The areas found to require rewording for clarity of interpretation were revised as was the introduction of an instruction page at the beginning of the self-evaluation form (see Appendix E). The original direction booklet was identified as a BVIPRC Information Book; it contains the definitions and purpose of the program review (see Appendix E).

The BVIPRC (CIII) was then reviewed by the panel of experts and revised as needed. In addition, the researcher developed an evaluation instrument, for the purpose of the participants evaluating the BVIPRC (CIV). The BVIPRC (CIV) evaluation instrument was reviewed by the panel of experts and revised as needed. The purpose of the BVIPRC evaluation was to provide the participants with the opportunity to express their beliefs as to whether or not the purpose of program review, as identified by the State of Florida, was being accomplished. It further provided the respondents with a chance to express their beliefs as to the clarity of the instrument and validity of contents.

Field Test BVIPRC

The field test was administered to a new group of staff members that had been identified by the researcher during the pilot test of the BVIPRC by process of chaining. The new participants in the study were administrators and teachers in vocational programs with LEP students enrolled. This new group provided for a final review of the reliability of interpretation of the BVIPRC (CIV) and the validity of its standards and their criteria for BVE.

The procedure followed for the field test of the BVIPRC (CIV) was: (a) the participant's completion of

the self-evaluation form and the evaluation form for the component, and (b) the on-site visit of the researcher for the purpose of reviewing the self-evaluation responses with the participant(s) and determining the reliability of the interpretation of the BVIPRC (CIV). The participant-researcher interviews also provided the respondents with an opportunity to express their beliefs as to the methods that could be used to improve the program review methodology (see Appendix F).

Some of the teachers'/administrators' suggestions provided during the on-site visit of the researcher were: (a) the use of a process evaluation component to the BVIPRC that would include the participation of the students. The students would be evaluated for the skills that they were reported to have mastered. The evaluation team would include experts from the field. Evaluation forms would also be completed by the students requesting them to express their belief if the program was meeting their needs, (b) the use of student follow-up studies for students and employers of students that have completed the program and the distribution of this information to the program staff including the teacher.

Student and employer follow-up is a part of the Florida Plan for Vocational Instructional Program Review but the information obtained from this segment of the evaluation is not always provided to the teachers. Several of the instructors were not aware that the student follow-ups, and employer follow-ups were conducted.

The evaluation of the BVIPRC was administered during the self-evaluation portion of the field test by the participants and the data were analyzed by the researcher at a later time and shown in Table 33. A scale of "Yes" and "No" was used to indicate if the instrument provided the information necessary to determine if the program(s) met the requirements as specified by the State of Florida Five Year Mini Plan 1978-79, based on the state of Florida Five Year Plan for Vocational Education. A minimum of 60% of the respondents had to indicate that the instrument met each requirement for it to be appropriate for the evaluation of BVPs. In addition, the evaluation instrument provided further validation of the standards and criteria, as relevant to the evaluation of BVPs. Table 33 shows the analyses of data obtained from the evaluation of the BVIPRC (CIV). The analyses of the evaluation instrument data showed that the respondents believed that the objectives of the program review specified in the State Board of Education, Five-Year State Plan for Vocational Education for the State of Florida, were met by a minimum of 60.6% of the responses.

The respondents who believed there was a need for improvement or change to the BVIPRC gave the following suggestions as to the most effective way(s) that it could be determined "if the student needs were being met." The respondents to the BVIPRC evaluation made the following suggestions:

Table 33

Bilingual Vocational Program Review Evaluation Data

		1		2		3		4		5		6		7		8		9		Total	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	CF	%
1. Were the directions on the Self-Evaluation form explicit?	Yes	4	100.0	1	100.0	5	83.3	1	100.0	4	100.0	8	100.0	1	50.0	5	100.0	2	100.0	31	91.2
	No	0	0.0	0	0.0	1	16.7	0	0.0	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0	3	8.8
2. Was the information for completing the self-study form clear and explicit?	Yes	4	100.0	1	100.0	5	83.3	1	100.0	4	100.0	8	100.0	1	50.0	5	100.0	2	100.0	31	91.2
	No	0	0.0	0	0.0	1	16.7	0	0.0	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0	3	8.8
3. Were there any standards and/or criteria that you believe should be added or deleted from this instrument?	Yes	1	25.0	0	0.0	4	66.7	0	0.0	0	0.0	0	0.0	0	0.0	1	20.0	0	0.0	7	21.2
	No	3	75.0	1	100.0	2	33.3	1	100.0	4	100.0	7	100.0	2	100.0	4	80.0	2	100.0	26	78.8
												IMD									
4. Do you believe this instrument will provide the following information:														one	no comment						
a. Determine if the program meets the needs, interests and abilities of students.	Yes	4	100.0	1	100.0	4	66.7	1	100.0	4	100.0	6	75.0	1	100.0	4	80.0	0	0.0	25	75.8
	No	0	0.0	0	0.0	2	33.3	0	0.0	0	0.0	2	25.0	0	0.0	1	20.0	2	100.0	8	24.2
b. Determine if the program satisfies the requirements of the occupation of occupational field in which the training is given.	Yes	4	100.0	1	100.0	4	66.7	1	100.0	4	100.0	6	75.0	0	0.0	0	0.0	0	0.0	20	60.6
	No	0	0.0	0	0.0	2	33.3	0	0.0	0	0.0	2	25.0	1	100.0	5	100.0	2	100.0	13	39.4
														IMD							
c. Determine if the program meets the requirements set for it by the State Board of Education for the operation of vocational education programs and their related areas.	Yes	4	100.0	Do not		4	100.0	1	100.0	4	100.0	7	87.5	0	0.0	0	0.0	0	0.0	23	69.7
	No	0	0.0	know		0	0.0	0	0.0	0	0.0	1	12.5	2	100.0	5	100.0	2	100.0	10	30.3
d. Do you have any other suggestions that would improve this information?	Yes	0	0.0	0	0.0	2	33.3	MD		0	0.0	1	16.7	MD		0	0.0	0	0.0	4	13.7
	No	4	100.0	1	100.0	4	66.7			4	100.0	5	83.3			5	100.0	2	100.0	25	86.2

Scale:
- Yes = You agree with the question
- No = You do not agree with the question
- f = Frequency that the response was selected within the school
- % = The percentage of times the response was selected by those who responded to the questionnaire
- CF = The total number of times that response was selected by all the respondents

"Speak to the students and check their exit competencies under normal conditions."

"To obtain a better input, have students, present and past, evaluate the program for meeting their needs, interests and abilities."

"Use pretest/posttest to determine the English competencies of the students."

b. Determine if the program satisfies the requirements of the occupation or occupational field in which the training is given. Comments:

"To obtain better evaluation, have program evaluated by people in the field of training."

"If reviewing an IMT lab have specific questions on areas of instruction being conducted."

"Need Spanish materials."

c. Determine if the program meets the requirements set for it by the State Board of Education for the operation of vocational education programs and their related areas. Comments:

"One teacher was unaware of any standards for students desiring entry into the vocational programs.

d. Do you have any other suggestions that would improve this information? Comments:

"Classes should use audiovisual materials."

1. Were the directions on the Self-Evaluation Form clear and explicit? Comments:

Have one type of question throughout the questionnaire. Remove the sometimes, never, always.

2. Was the information for completing the Self-Study Form clear and explicit? Comments:

"Simplify."

3. Were there any standards and/or criteria that you believe should be added or deleted from this instrument? Comments:

"Some sections could be subdivided for the vocational teacher and the ESL/IMT instructor."

"Standards and criteria are o.k., providing materials are available. The questions concerning administrative funding should be removed."

4. Do you believe this instrument will provide the following information:

a. Determine if the program meets the needs, interests, and abilities of the students? Comments:

"In certain occupational areas, the success can be determined by the number of students who pass licensing or certification examinations."

"Students should be asked to evaluate the program when they have completed, and their feedback provided to the teachers."

"Need for new equipment."

"Instructors should be paid to attend updating skill workshops."

"Provide additional funds."

"Divide the instrument so as to have a section for each--the administrators, teachers, support personnel (guidance, paraprofessionals, occupational specialist, etc.), and students."

The evaluation of the BVIPRC and the comments of the participants suggest that there is a need for the inclusion of the students and support personnel in the evaluation of vocational programs with LEP students enrolled. The ESL classes that are provided through the use of IMT funding may require the development of another instrument aimed at their objectives.

On-Site Visit Observations

The observations of the researcher and the suggestions of the participants for the improvement of vocational instruction of LEP students and the evaluation of those programs are presented below in a summary. The researcher observed the vocational programs in the State of Florida that ranged from ESL prior to admission to mainly target language instruction.

It was observed by the researcher that bilingual vocational classes were conducted when the student

population was mixed, "Anglo" (English speaking only) and LEP students. This was in the event that the instructor was bilingual. Additionally, English dominant instructors with LEP students were heard instructing the students in the target language and English. It was further noted that in classes with LEP students of one target language and instructors that spoke the same language, most of the communication was in the target language. An administrator in one of these schools explained that there had been a time when an ESL instructor had been hired and time provided, during the vocational class time, for students to attend. The students did not attend the ESL class but went directly to the vocational class.

A bilingual vocational instructor stated his belief that the job of the vocational instructor was to instruct the occupational area, not English. If the students wanted to learn "English" it was up to them. He further stated that if the regulation were changed, not to permit target language instruction, he would instruct just in English; he was not being paid to do bilingual education and/or teach the students English.

Another instructor said that "if they (the students) cannot understand English, why should I be bothered to teach them?" These ideas presented by

members of the various staffs were found within the state of Florida, and expressed some idea of the attitudes held by instructors.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study was designed to develop a process evaluation component for bilingual vocational programs as part of the Vocational Education Instructional Program Review in the State of Florida. The model developed includes those criteria and standards identified during the study as necessary for effective BVPs. These identified standards and criteria are in addition to those required for traditional vocational education by the Florida Department of Education.

Summary

The data collection for this study was completed in three parts. The first part required an instrument to be developed for the identification of the participants' beliefs as to the additional staff, staff skills, materials, facilities, equipment, supplies, and curriculum components required for BVPs in addition to those required for traditional vocational education. The instrument also provided for the standards and criteria which, when met, would provide effective BVE.

The questions this aspect of the study were designed to answer were the following:

1. What were the requirements for staff in BVPs in addition to those required for traditional vocational staff in the State of Florida?

2. What were the facilities, equipment, and materials needed for the instruction of Limited-English-Proficiency (LEP) students in vocational education in addition to those required for English speaking students in the State of Florida?

3. What curriculum components were needed for the instruction of LEP students in vocational education in addition to those required for the English speaking students?

4. What, if any, additional standards and criteria relevant to BVE and VE have not been incorporated into the VEIPR?

The instrument used in this study was a questionnaire which consisted of two sections, (a) the identification of the additional staff, staff skills, facilities, equipment, supplies, materials, and curriculum components necessary for the effective instruction of LEP students, and (b) the identification of the standards and criteria that, when met, would indicate the provision of effective BVE. The data collected by the use of the questionnaire were used in the development of the BVIPRC.

The second part of the study, the development of the BVIPRC, included review by the panel of experts and revisions based on their recommendations. The revised BVIPRC was pilot tested.

The third and final segment of the study was the revision of the BVIPRC based on the analysis of data from the pilot test responses and the suggestions of several of the staff from the Bureau of Vocational Research, Dissemination, and Evaluation, Evaluation Section that had reviewed the instrument. The revised instrument was field tested with BVE personnel in the State of Florida.

The data collected in this three-part study were analyzed in three ways. The questionnaire (QIV) responses were analyzed to determine the respondents' beliefs in reference to the additional program and staff needs, standards and criteria necessary for effective BVPs with the State of Florida. The additional needs were identified by the use of three analyses; the first was the identification of the respondents' beliefs as to the number of LEP students as compared to ES that could be effectively served by instructional and support personnel in a vocational program. The analysis of the responses was accomplished by calculating an average for each school whose staff participated, and then for the total responses.

The additional needs for facilities, equipment and supplies were determined by the use of the ratings given

by the respondents on a scale of "less," "the same" or "more" for each area. The analysis was by the use of cumulative frequency and percentage.

The additional staff skills, curriculum components and materials for BVPs as compared with traditional VPs were determined by the use of a three-point scale of "necessary," "undecided" and "not necessary." The analysis was by the use of cumulative frequency and percentage. The data obtained during the pilot test of the BVIPRC responses were analyzed by the use of a scale of "both," "BVE only," "ESL" and "not appropriate" to further determine the relevance of the criteria for the standards. The analyses utilized were cumulative frequency and percentage.

The field test of the BVIPRC was evaluated by the respondents. The participants indicated their belief as to whether or not the information obtained by the use of the BVIPRC would indicate the degree to which the program was meeting the state of Florida objectives for vocational education programs. The scale was a two-point "yes or no" with a request for further information for those objectives that were not met. The responses were analyzed by the use of cumulative frequency and percentage.

The analysis of the data collected concerning participants' perception of the needs of LEP students and ES students enrolled in VPs, LEP students have numerous special needs. The special needs identified during this study were: (a) Personnel: the vocational instructor--

bilingual or monolingual--can effectively instruct approximately half as many LEP students as English speaking (ES) students. The ESL instructor is considered necessary for the instruction of LEP students. The support personnel, paraprofessionals, guidance, and others were believed by the respondents to be able to effectively serve fewer LEP students than ES students. The number of students that can be effectively served by the support personnel was slightly less for the LEP than the ES, but did not appear to require additional staff.

(b) Facilities: the facilities, equipment, and materials needed for the instruction of LEP students were perceived to be the same for the instruction of LEP and ES students enrolled in vocational classes. Some respondents perceived a need for additional facilities for smaller group instruction. These respondents believed that the LEP students were more effectively instructed in smaller group situations than traditionally used in their classes for ES students.

(c) Curriculum: The curriculum components perceived as necessary for the instruction of LEP students, and not for the ES students, were language improvement (English) and culture (American). These additional components could provide the students with the communication and social skills necessary for employment in their area of training.

(d) Standards and Criteria: The standards and criteria, which, when met, would provide effective VE for the LEP students enrolled were identified by the procedures employed in this study. The initially identified standards and criteria were reviewed by a panel of experts and revised as needed. The participants in the study then expressed their beliefs as to the validity of these standards and criteria to VE programs with LEP students enrolled.

The initially validated standards and criteria were utilized in the development of the BVIPRC to the VEIPR for the State of Florida. The component was then pilot tested and changes made as needed. In addition, the pilot test participants revalidated the standards and criteria for VE programs with LEP students enrolled. The validation was conducted by means of a one-to-one interview between the researcher and the respondent.

(e) Validation of Standards and Criteria: The revised BVIPRC was then field tested and evaluated by personnel who had not previously participated in the study. The analysis of data from the evaluation provided further validation of the standards and criteria for vocational programs with LEP students.

Conclusions

The purpose of this study was to develop the process evaluation component for the State of Florida Education Instructional Program Review (VEIPR) that was applicable for vocational programs with Limited English Proficiency (LEP) students enrolled. The foregoing material in this study provides fulfillment of the initial task with the development of the Bilingual Vocational Instructional Program Review Component (BVIPRC). In addition, there were experiences and findings and these enable the researcher to make further conclusions, as follows.

The BRIPRC provides the educational consultant an operational evaluation instrument with the information necessary to determine the type of instruction being employed for meeting the needs of the LEP students. The procedures employed in the development of the BVIPRC included the identification of standards and criteria which, when met, would indicate that effective Bilingual Vocational Education (BVE) was being provided. The standards and criteria were identified as valid when a minimum of 60% of the respondents indicated that they were. The 60% minimum response provided for a working majority with a 10% error factor.

The standards and criteria were shown to be valid in content and reliability of interpretation by analyses of the data obtained from the respondents who participated in this three part study which were: (a) the completion of a

questionnaire to identify initially the standards and criteria, (b) pilot testing, and (c) field testing of the components. The component also included criteria found to be invalid, but these were included for the purpose of allowing school personnel to check off the procedures that were employed to meet the needs of LEP students.

The accuracy of interpretation of the standards and their criteria was determined by the responses of the participants during the one-to-one interview conducted during each of the three parts of the study. The standards and criteria found valid during this study are consistent with the existing objectives of BVE as specified in the literature. These facts suggest that the BVIPRC provides the information necessary to indicate the type of program being employed and to determine if the program is meeting the standards and criteria identified as necessary for effective BVE. The information obtained from the component provides data that can be used by the state department personnel for decision making in reference to the programs addressing the needs of the LEP students enrolled. This information may also be used to indicate the areas where improvement and/or change is needed in order to provide more effective education of the LEP students.

Recommendations

The findings of this study indicate that a majority of the participants believe that product and context

evaluation should be added to the process evaluation of vocational programs with LEP students. The addition of product evaluation would provide further indication of the effectiveness of vocational instruction of the LEP students. The areas to be included in the product evaluation section of the program review are: student skill evaluation, and student input in the area of program effectiveness. The skills necessary for the instructors of LEP students would be included in the context evaluation. The majority of the participants believed that the evaluator or evaluation team member(s) should be knowledgeable in the occupational area being evaluated: for example, the review of a shorthand class should be by a stenographic supervisor.

The product evaluation segment of the program review should include the evaluation of the students to determine if their occupational skills are adequate for their level of attainment as recorded in their progress files. The students who are evaluated should be randomly selected by the consultant from the total students enrolled in the program. The students should also be requested to express their beliefs as to whether or not the program meets their needs for vocational instruction.

The context evaluation segment of the BVIPR should include the evaluation of the instructors to determine whether or not they are skilled in the additional areas identified as necessary for the instruction of LEP students,

i.e. language target and culture target. The information obtained should be used for the identification of the areas in which staff improvement opportunities could be offered.

It is recommended that the Florida State Legislature appropriate funds that would provide for the additional instructors, identified during this study as necessary for effective BVE. This would provide for the reduced teacher student ratio that was believed to be appropriate by the respondents for effective BVE.

The findings of this study also showed that LEP students require additional education components in cultural skills (American mainstream) and language (English). These components are not consistently included in the BVPs and among those that do include them no consistent levels were identified. Criteria should be developed and included in the process model, thus providing a standardized level for minimum requirements for these components. This information would further indicate the effectiveness of the BVE being provided.

Recommendations for Further Research

Based on the findings of this study, the following are recommended for further research:

1. A study should be undertaken to identify specific methods of product evaluation to determine the ability of the students (ES and LES) to perform

the competencies required for entry into the occupational area. This would indicate additional instructional needs within the program, and identify those procedures that are being employed in the instruction of the LEP students.

2. An input evaluation model should be developed and implemented to identify effective procedures for the instruction of LEP students. The need for effective procedures was shown by the repeated requests by instructors for materials developed for the LEP students. The information from the input evaluation would assist those instructors not familiar with the methods necessary for the instruction of LEP students and would eliminate the need to develop materials that have previously been produced.
3. A follow-up system for program "leavers" and "completers" that provides the instructors with follow-up data within a reasonable time should be developed. The information from the recent follow-up reports could then be used by the instructors when they are evaluating and revising their programs. The researcher found that few instructors received follow-up data, and of those who had received the information, it was several years old.

4. The process evaluation model should be expanded to include criteria that when met would indicate the degree to which the special needs of the LEPs are provided. The special needs identified during this study included English language comprehension and American cultural understanding The information obtained from the evaluation should be used to identify instructors with exemplary skill and employ them to assist others in obtaining and utilizing these skills.
5. A meta evaluation of the BVIPRC should be developed and implemented. The meta evaluation would: (a) provide the information as to the validity of the standards and criteria for producing students with the skills necessary for employment, and (b) determine if there is a correlation between process evaluation and product outcome.

The procedures employed in this study were those required to develop a process model for the evaluation of BVPs. The process model determines the quality of the programs being provided. The respondents additionally suggested the inclusion of product evaluation, to determine the effectiveness of the program: and context evaluation, to identify the need(s) for change in a program and identify new

curriculum sources. These respondents also suggested an input evaluation, for the identification and assessment of the system's capabilities and strategies for overcoming difficulties in meeting project objectives (Apramson, 1979, p. 141). The information context, input, process, and product evaluation would provide a system for program improvement and determination of program effectiveness.

Appendix A

Telephone Survey
Population Identification

Population Identified by Location, by Need for BVPs

Region	Population	Need for BLVEPs
I		
Columbia	Indo Chinese	No
Bradford	*Migrants	No
Suwanee	New Ghandan, Indian Korean **Latin	Adults, especially Koreans, & Spanish speaking peoples
Flagler	*Migrants	Dependent on Cuban influx
St. Johns	**Latin	No
Levy	Vietnamese	No
Putnam	*Migrants	Dependent on Cuban influx
Duval	Vietnamese	No
II		
Alachua	Portugese German Vietnamese Chinese	No
Okalocsa	**Latin Vietnamese German Portugese French	Dependent on Cuban influx
Santa Rosa	Filipino **Latin	No
Washington	Vietnamese Pakistan	No
Bay	Vietnamese	Dependent on Industrial growth
Wakulla	_____	
Jefferson	_____	
III		
Marion	**Latin Italian	Dependent on Cuban influx
Orange	**Latin	Yes
Csceola	Swedish German **Latin French Vietnamese	No

Population Identified
by Location, by Need
for BVPs

Region	Population	Need for BLVEPs
III		
Sumter	*Migrants	No
Lake	Vietnamese	On Adult Level
	**Latin	
IV		
DeSoto	**Latin	No
Hardee	**Latin	Yes
Hillsborough	Indo Chinese	No
Lee	**Latin	Yes
Manatee	Indo Chinese	Yes
Sarasota	***Mixed	No
V		
St Lucy	**Latin	Dependent on Cuban influx
Palm Beach	**Latin	No
Okeechobee	Nicaraguan	Strong Need
	**Latin	
Martin	**Latin	Yes
Broward	***Mixed	Yes
Dade	***Mixed	Yes

* Migrants = mostly Spanish speaking peoples and blacks
** Latin = mostly Spanish speaking peoples
*** Mixed = represent at least 42 different nationalities

Appendix B

BVPs in the state of Florida (1981)

State of Florida
Bilingual Vocational Education Programs
Identified by Telephone Survey Conducted
May 19 - June 1, 1980

Region	Location	Contact Person	Telephone	Program Status	Vocational Program	Population Served
I	Escambia					
	Myrtle Grove Annex for exceptional students	James Jordan	904-456-8631	Continuing	ESL* General	Vietnamese
	Gulf					
	Gulf Coast Com. Col.	D. Lewis Baber	904-769-1551	Continuing	ESL General Career Ed	All LESA Pop.
IV	Pasco					
	Pasco Comprehensive High	Janet Reilly	904-567-4747	Terminates 6/80	Agri. Ed	Spanish
	Pinellas	Mrs. N. Hunt, Dir.	813-531-3501	Pending (funds)	ESL	Vietnamese
	Manatee					
	Area Voc- Tech Center	Donald McBried	813-755-2641	Continuing	ESL**	Indo Chinese
V	Collier					
	Voc-Technical Center	Dr. W. Perry	813-774-6635	Continuing	Cosmotology	Spanish
	Dade					
	Miami Senior Adult Ctr.	Dr. Keff Bennett	305-642-0414	Continuing	(BLVE) in Ind. Arts, Bus. Ed., Distrib. Ed.	Spanish Haitian
	Lindsey Hopkins Vo Ctr.	Dr. Tom Courtney	305-358-3254	Continuing	(BLVE) Hotel Mngmt.	Spanish Haitian
	New World Ctr, Com. Col.	Nancy Boss	305-642-5505	Terminates 7/80	(BLVE) Bus. Ed.	Spanish
	Adult Ed. English Ctr.	Don Williams	305-643-6520	Continuing	(Unofficial) BLVE	Spanish Haitian
	Hendry					
	Labelle High School					Haitian
	Clewiston High School	Mr. Dooley	813-675-3445	Continuing	Agri. Ed.	Spanish Miccosukee
	Martin					
	Indiantown Adult Ctr.	Mr. Garcia	305-597-3848	Continuing	On Need	Spanish German Vietnamese

*ESL = English as second language
**ESL = English as second language (funded by Vocational Education)

Schools Used in Study

Collier County Vocational-Technical Center 3702 Estey Ave. Naples, Florida 33942	Program:	ESL
English Center 3501 S. W. 28 St. Miami, Florida 33135	Program:	BVE ESL
George Stone Area Vocational Center Route 10, Box 530 Pensacola, Florida 32506	Program:	ESL VE
Gulf Coast Community College 5230 West H'Way 98 Panama City, Florida 32401	Program:	ESL
Indiantown Adult Education Center P. O. Box 336 Indiantown, Florida 33456	Program:	BVE
LaBelle Middle School Ft. Thompson Ave. La Belle, Florida 33935	Program:	ESL
Lee County Area Vocational-Technical Center 3800 Michigan Ave. Ft. Myers, Florida 33901	Program:	ESL
Lindsey Hopkins Educational Center 1410 N. E. Second Ave. Miami, Florida 33132	Program:	BVE ESL VE
Miami Lakes Technical-Educational Center 5780 N. W. 158 St. Miami Lakes, Florida 33014	Program:	ESL
Miami Senior Adult Center 2450 S. W. First St. Miami, Florida 33132	Program:	BVE
Miami Skill Center 50 N. W. 14 St. Miami, Florida 33136	Program:	ESL BVE VE

Schools Used in Study (continued)

South Dade Adult Education Center
28401 S. W. 167 Ave.
Miami, Florida 33030

Program: ESL

South Dade Skill Center
28300 S. W. 152 Ave.
Leisure City, Florida 33033

Program: ESL

Appendix C

Interviews

Interviews

Adams, Susan B., Project Director, Bilingual Vocational Education, Western Kentucky University, Department of Career and Vocational Teacher Education, 4 August 1980.

Babcock, Marylin, Director, Disseminaiton and Evaluation of Bilingual Education, 6 June 1980.

Blumbeld, Lloyd, Director, Department of Adult Education, Dade County, Florida 8 July 1980.
Roy, (Ph.D)
Giehls, Program Director, Evaluation Section, Division of Vocational Educaiton, state of Florida, May 1981.

Gunderson, Director of Bilingual Vocational Education, Department of Health Education and Welfare, Washington D.C. 12 August 1980.

Hannenburg, Vera, Director, Department of Grants and Evaluaiton, Board of Education, City of New York, 3 September 1980.

Harrell, L. W., Section Director, Program Implementation Section--Regional Offices, state of Florida, April 1981.

Kandarakis, John C. (Ph.D) Bilingual Education Specialist, Department of Education, state of Florida, April 1981.

Labato, Norma, Bilingual Coordinator, Hillsborough County, Department of Education, state of Florida, 9 April 1980.

Lawrence, John E. Director, Division of Public Schools, Adult and Community Education Section, Department of Education, Tallahassee,Florida, 10 April 1980.

Maes, Daniel, Department of Migrant Education, Tallahasse Florida, 9 April 1980.

Rezabek, Dale, California Advisory Council on Vocational Education, Sacramento, California, 8 July 1980.

Sanchez, Frank, Office of the Lt. Governor, Tallahassee Florida, 9 April 1980.

Troike, Rudolph, Director, Federal Evaluation Project for Bilingual Vocational Education, Arlington, Verginia 19 June 1980.

Others_____

Appendix D

Questionnaire Materials

College of Education
Department of Educational
Leadership
Vocational Education
206 South Woodward
(904) 644-6298

The Florida State University
Tallahassee, Florida 32306

October 30, 1980

Mr. Garcia
Indiantown Adult
Education Center
P. O. Box 336
Indiantown, Florida 33456

Dear Mr. Garcia:

Thank you for agreeing to participate in the study to identify the special needs, standards and criteria necessary for effective Bilingual Vocational Education Programs in the state of Florida. The information provided by this study will be used in the development of the Bilingual Vocational Education component to the Vocational Education Program Review for Florida.

I am looking forward to meeting with you on Novemeber 5, 1980 at 1 p.m.. Again, thank you for your participation.

Sincerely,

Mary A. Marangos
Research Assistant

/jks

Questionnaire Narrative

Hi!

My name is Mary Anna Marangos, representing Florida State University. I am working on a project to identify the standards and criteria, which when met, would provide effective Bilingual Vocational Education Programs.

I am asking for your help in the development of the questionnaire that will be used to identify those standards and criteria. With the input of Bilingual Vocational Educators we can develop a useful instrument.

I have provided you with the complete questionnaire packet and a suggested critique outline, however, please feel free to make any comments directly on the directions, quesionnaire, or critique form.

Pilot Test Data (Questionnaire)

Name of School_____

Address _____Telephone_____
_____

Date_____Time In_____ Time Out_____

Number of Participants_____
Number that were Teachers_____Administrators_____

Paras_____Others(specify)_____

Time needed for oral directions:_____

reading directions:_____

review with example:_____

Time needed for completion of test:_____

Total time:_____

Other comments:_____

Critique Suggestions

Please feel free to write on any part of this questionnaire packet.

I. Cover Sheet

1. The cover sheet is appropriate.____Yes ____No

2.. Parts of the cover sheet should be:

Added to (specify):_____

_____

Deleted (specify)_____

_____

Modified (specify)_____

_____

II. Oral Directions

1. The oral directions are appropriate. ____Yes ____No

2. Parts of the oral directions should be:

Added to (specify)_____

_____

Deleted (specify)_____

_____

Modified (specify)_____

_____

III. Written Directions

1. The written directions are appropriate. ____Yes ____No

2. Parts of the written directions should be:

Added to (specify)_____

_____

Deleted (specify) _____

_____

Modified (specify)_____

_____

IV. Questionnaire

Purpose: To identify those standards and criteria,which when met, would provide effective Bilingual Vocational Education

Standards

1. The standards are appropriate for effective Bilingual Vocational Education. ____Yes ____No
2. Some standards or segments should be:

   Added (specify)_____

   _____

   Deleted (specify)_____

   _____

   Modified (specify)_____

   _____

Criteria

1. The criteria are appropriate for the standard. ___Yes ____No
2. Some criteria or segments should be:

   Added (specify)_____

   _____

Criteria (cont'd)

Deleted (specify)_____

_____

Modified (specify)_____

_____

Additional Comments:

Thank you for your cooperation.

College of Education
Department of Educational
Leadership
Vocational Education
206 South Woodward
(904) 644-6298

The Florida State University
Tallahassee, Florida 32306

October 20, 1980

Mr. Antonio Nicolau
Solidaridad Humana
107 Suffo k Street
New York, New York 10002

Dear Mr. Nicolau:

Thank you for participating in the development of an instrument to identify those standards and criteria, which when met, would proved effective Bilingual Vocational Education programs in the state of Florida. With the participation of knowledgeable personnel we will be able to develop an effective instrument.

Sincerely,

Mary Anne Marangos

Mary A. Marangos
Research Assistant

/jks

General Directions for Administering

The questionnaire can be administered to an individual or to a group. Its purpose is to identify the standards and criteria necessary for effective Bilingual Vocational Education (BVE).

Materials Needed

The materials needed to administer the questionnaire are:

1. This set of examiner's directions
2. Questionnaire
3. Pencils

Purpose of the Standards and Criteria Questionnaire

The purpose of the questionnaire is to identify the standards and criteria necessary for effective BVE programs in the state of Florida. The questionnaire is designed to focus on the areas of primary interest to the state; staff, curriculum, material, equipment, and supplies.

Directions Questionnaire Administration

Read to Participants

Thank you for agreeing to participate in this study to identify the standards and criteria necessary for effective BVE programs in the state of Florida. The results of this questionnaire will be used in the development of the BVE component of the Vocational Education Program Review for Florida. Following the development of the component, it may be necessary for us to request your further cooperation.

The following pages contain a series of standards and criteria for BVE. You are asked to decide whether each standard and criterion is necessary for effective BVE programs. Any feedback on items that you feel should be deleted, modified or added is welcome.

Please write any comments or additional items on the back of the pages and do not forget to write the number or letter of the standard or criterion next to your comments or items.

You will notice that your name is requested. This is done only in case there is difficulty in interpreting any comments and we need to ask you for additional information. You need not give your name or background information if you do not wish. Your response, along with those of others who respond will be summarized, thus, your response will remain anonymous.

General Directions
Page -2-

Please turn to Page One of the Questionnaire as I read the directions.

Task I.

a. Read each of the standards on the questionnaire.

b. Circle the program for which each standard is the most appropriate as follows:

1) Bilingual Vocational Education (BVE). BVE programs are designed to provide students with vocational skills and knowledge of vocational English necessary for entry level employment in the occupational area of instruction. The languages of communication in the BVE program are English and the dominant language of students in attendance.

2) Vocational Education (VE). VE programs are designed to provide students with vocational skills necessary for entry level employment in the occupational area of instruction. The language of communication in the VE program is ENGLISH ONLY.

3) Both (BVE & VE). The identified standard is equally relevant to BVE and VE programs.

4) None. The standard is not necessary for effective BVE and/or VE programs.

c. If a standard identified as appropriate for VE only (2) or not appropriate None (4); DO NOT RATE THE CRITERIA, go to the next standard.

Task II.

a. Read each criterion for those standards appropriate for BVE or Both.

b. Circle the response that most nearly represents your feeling as to the degree you agree with the appropriateness of the criterion for the standard in effective BVE programs.

c. In making your response, circle 1, 2, 3, 4, or 5 as follows:

1. Strongly Agree (SA) — if the criterion described would have considerable impact in meeting the standard in effective BVE programs.

2. Agree (A) — if the criterion described would have a moderate impact in meeting the standard in effective BVE programs.

3. Undecided (U) — if you are not certain whether or not the criterion would have any impact in meeting the standard in effective BVE programs.

4. Disagree (D) — if the criterion described is not necessary in meeting the standards in effective BVE programs.

5. Strongly Disagree (SD) — if the criterion described would have negative or no impact in meeting the standard in effective BVE programs.

d. If a criterion is identifed as Disagree (4) or Strongly Disagree (5) go to the next criterion, DO NOT DO TASK III.

Task III.

a. For each criterion determine if it is appropriate for BVE or BOTH.

b. In making you response circle 0 or 1 as follows:

0. Both — the criterion is appropriate for BVE and VE programs.

1. BVE ONLY — the criterion is appropriate for BVE only.

Before returning the forms, please be certain that you have responded to all items. Are there any questions?

Thank you for your cooperation,

College of Education
Department of Educational Leadership
Vocational Education
206 South Woodward
(904) 644-6298

The Florida State University
Tallahassee, Florida 32306

200

Thank you for supporting the study to identify those criteria and standards for vocational education programs for the Limited-English-Speaking (LES) students in the state of Florida. The analysis of the data from this study will be used in the development of a component for the Vocational Education Program Review in Florida which may be used for an equitable review of Bilingual Vocational Education and Vocational Education programs that have a substantial number of LES students.

We are looking forward to your further support of this study. Only with the cooperation of personnel who are knowledgeable in the area will we be able to develop an effective instrument.

Thank you again for supporting the study.

Sincerely,

Mary A. Marangos
Research Assistant

Hollie B. Thomas
Project Director

/jks

Appendix E

BVIPRC Pilot Test Materials

College of Education
Department of Educational Leadership
Vocational Education
206 South Woodward
(904) 644-6298

The Florida State University
Tallahassee, Florida 32306

As per our conversation on January —, 1981, I am enclosing a copy of the pilot test for the Self-Study Program Review form for programs with Limited English Speaking (LES) students. These are programs identified as Bilingual Vocational (BV), Vocational English as a Second Language (VESL) with traditional Vocational Education (VE) and traditional Vocational Education without a VESL component.

In order to produce a useful Program Review Component to the Vocational Education Instructional Program Review for the state of Florida, it is important to have your cooperation and input. Please complete the enclosed program review form for your program, and return it to me on February , 1981, when I will be in your school to conduct the On-Site segment of this study. If you have any additions, deletions, or modifications please write them on the form. I would appreciate the opportunity to discuss your recommendations and/or suggestions for the development of an efficient Vocational Education Program Review instrument for programs with LES students during the On-Site visit.

I look forward to meeting with you in the near future and appreciate your willingness to cooperate.

Sincerely,

Mary Anna Marangos
Research Assistant

/jks

College of Education
Department of Educational
Leadership
Vocational Education
206 South Woodward
(904) 644-6298

The Florida State University
Tallahassee, Florida 32306

Your program has been selected and permission obtained from your supervisor/administrator to be a site for a field test for the development of the Bilingual Vocational Education component of the Vocational Education Program Review for the state of Florida. For the success of this project your cooperation is most important. Enclosed is a copy of the Self-Evaluation form that is intended for the instructors/administrators of Bilingual Vocational Education programs in the state of Florida.

Please complete the enclosed form, for your program, and return it to me by when I will be conducting an on-site program review. If you have any additions, deletions, or suggestion please write them on the form. When we meet at the post review conference on I would like to discuss your recommendations and/or suggestions with you.

Thank you for your cooperation.

Sincerely,

Mary A. Marangos
Research Assistant

/jks

A PILOT TEST

THE VOCATIONAL EDUCATION INSTRUCTIONAL PROGRAM REVIEW IN THE COMMUNITY COLLEGE AND ADULT EDUCATION CENTERS IN FLORIDA FOR BILINGUAL VOCATIONAL AND VOCATIONAL ENGLISH AS A SECOND LANGUAGE PROGRAMS

Directions for Completing Self-Study Form

WHAT IS THE VOCATIONAL EDUCATION INSTRUCTIONAL PROGRAM REVIEW?

In the present case, the researcher is attempting to adapt the program review procedures to BVE and LES programs. Thus, no state staff will be involved in this review. The influx of Limited English Speaking (LES) students into the educational system of Florida has presented a new demension to vocational education. The needs of the LES students are in certain aspects greater than those of the English speaking student. The state of Florida in order to meet the needs of all its students has authorized the reexamination of the vocational program review instrument.

The following pages contain a program review instrument designed to determine whether or not the needs of the LES students are being met in vocational programs that they are enrolled in. The researcher is requesting that you, as an instructor of LES students, complete the instrument for your program. In addition, would you make any additions, deletions, or modifications that you feel are necessary.

In its usual form program review is a joint evaluation of individual vocational education programs by instructors, school administrators, and regional program consultants. The purposes of such a review are directed towad insuring that vocational instruction: (1) meets the needs, interests, and abilities of students; (2) satisfies the requirements of the occupation or occupational field in which the training is given; (3) meets the requirements set for it by the State Board of Education for the operation of vocational education programs.

WHY ARE THE REVIEWS OF VOCATIONAL PROGRAMS CONDUCTED?

The primary purpose of program review is program improvement. Periodic evaluation is an excellent means of assuring that corrective action is taken as problems arise. In addition, there is the continued emphasis throughout the educational community on accountability. The Florida State Plan for the Administration of Vocational Education under the Vocational Amendments of 1976 contains provisions for program evaluation. The program review process is a standardized procedure designed to meet the needs and requirements of local, state, and federal agencies.

HOW WILL THE PROGRAM REVIEW PILOT TEST WORK?

The researcher will provide the local Bilingual Vocational Education (BVE)/Vocational English as a Second Language (VESL)/ Vocational Education (VE) educational agency with program self-study forms. These forms list the standards which will be verified by the researcher during a later on-site visit. A review form will be completed by the researcher and correspond to the self-study forms filled out by the BVE/VESL/VE staff. The pilot program self-study form is designed to assist the researcher in developing the final version of the BVE/VESL/VE Program Review Component for programs with LED students in the state of Florida Vocational Education Program Review.

HOW WILL THE PROGRAM REVIEW PILOT TEST BE EVALUATED?

The BVE/VESL/VE staff who respond to the program self-evaluation will also review the contents of the instrument for its validity in evaluating BVE/VESL/VE programs with LES students in the state of Florida. That portion of the study will provide the participants with the opportunity to make additions, deletions, and modifications to the standards and criteria previously identified.

ON-SITE VISIT

After the self-study forms are completed the researcher will make a scheduled visit to the educational agency to conduct a verification of the self-study review with teachers involved in the particular programs.

The major aims of the on-site visit are to determine the extent to which thr report reflects actual conditions in the institution, and to supplement the self-study report with additional data and documentation.

Points covered by consultants include:

1. Obtain rationale for recorded answers
2. Review evidences
3. Allow opportunities for additions and/or revisions
4. Assess quality above and beyond what is recorded on the self-study form
5. Relate findings to teachers in a developmental and constructive way

Working from self-study forms and in direct consultation with the teacher(s) involved, the researcher will complete the working copy of the BVE/VSEL/VE program.

After completion of the on-site visit, and exit conference will be conducted with the agency head and participating staff to discuss the results of the review.

The major aims of the exit conference are to:

1. Determine the validity of the identified standards and criteria for BVE and/or VESL/VE programs with LES students in the state of Florida.

2. Determine discrepancies in the interpretation of the standards and criteria by the instructors and/or researcher.

3. Determine if the program review instrument and data reviewed provide some assurance that the program is or is not effective.

4. Review suggested modifications, additions, and deletions with staff. All responses, including suggested changes, will have been summarized with those of others who responded. Thus, the individual respondents will remain anonymous.

POST-VISIT ACTIVITIES

An oral report of the program review findings may be made to the educational agency if such a report is requested by the pre-review negotiations.

WHO IS RESPONSIBLE FOR THE VARIOUS PHASES OF THE PROGRAM REVIEW PROCESS?

Phase I - Program Self-Study

Researcher	o Identify institutions and programs to be reviewed
	o Submit plan and timeline for accomplishing goals
	o Arrange and conduct a planning conference with educational agency administration to determine the schedule for on-site visits and the establishment of reporting procedures
	o Conduct orientation for educational agency staff and provide in-service training on the use of instruments if requested by the head of the agency
Local Educational Agency	o Plan and conduct self-study program review and return completed self-study forms to researcher
Researcher	o Review the completed self-study forms and other data relating to the program following on-site visits

Phase II -On site Visit

Local Agency	o Make all necessary local arrangements for on-site visits
Researcher	o Conduct an effective on-site verification of the self-study review

HOW WILL THE PILOT TEST OF THE BVE/VESL/VE PROGRAM REVIEW INFORMATION BE USED?

- The data will be analyzed to determine the validity of the standards and criteria for reviewing the effectiveness of these programs in Florida
- The data will be reviewed to determine the reliability of the interpretation of the standards and criteria by participants
- The data will provide the information necessary for developing the final version of the BVE/VESL/VE Program Review Component for programs with LES students for the Vocational Education Program Review for the state of Florida

SUGGESTED EVIDENCES FOR STANDARDS - REFER TO NUMBERED TIMES IN SELF-STUDY INSTRUMENT FOR OCCUPATIONAL AND COMMUNITY COLLEGE PROFICIENCY PROGRAMS

Standard 1
- o Written program objectives
- o DOE Program description
- o Course description
- o Written course description that is provided to students and parents

Standard 2
- o Written program objectives
- o Copy of funding source standard specifications
- o Course description
- o Written course description that is provided to students and parents

  (a) English
  (b) Target language(s)

Standard 3
- o Course outline for syllabi
- o Defined performance outcomes
- o School procedure for modification of performance outcomes
- o Criterion-referenced measures for each defined performance outcome
- o Task analysis(es) of occupation(s) for which the program is designed
- o Curriculum guides
- o Textbooks and other resource materials (English and/or Target Language(s)
- o Manpower studies
- o Dictionary of Occupational Titles

Standard 4
- o List of advisory committee memers (by occupational position, by race, by nationality, by language groups)
- o Schedule of advisory committee meetings
- o Minutes of advisory committee meetings

Standard 5
- o Teacher's Certificate
- o Special permit
- o Copy of letter specifying approval of school board
- o Direct observation in classroom

Standard 6
- o On-site observation
- o DOE Design Criteria for New Facilities (State Board of Education Administrative Rules)
- o Electrical outlets
- o Plumbing services

Standard 7
- o On-site observation
- o Plan for equipment replacement
- o Tools and equipment inventory
- o Department budget
- o On-site observation of available materials and consumable supplies

Standard 8
- o Brochures (if available) (English, Target language(s)
- o Program handbook (English, Target language
- o Employment information related to business and industry
- o Interest batteries (english, Target language)
- o Aptitude tests (English, Target language)
- o Achievement tests (English language)
- o Interview with student service personnel
- o Interview with selected students (LES)
- o Written justification for those students not at appropriate grade level
- o Written criteria for admission into class (if any exists)

Standard 9
- o Written criteria for admission into program/course
- o Brochure (if available) (English, Target language(s))
- o Program handbook (English, Target language(s))
- o Interview with student services personnel
- o Number and percentage of male and female students
- o Number and percentage of students enrolled, by race, by nationality, and language group
- o Student goals and surveys
- o College catalog
- o Number and percentage of persons in non-traditional fields
- o Career resource center
- o Career education program and material

Standard 10
- o Class enrollments
- o Laboratory size and equipment (on-site observation)
- o Class schedule
- o Instructor schedule

Standard 11
- o Defined performance outcomes for each program or course
- o Criterion-referenced measures for each defined performance outcome
- o Topical outlines
- o Skill charts (English, Target language)
- o Student profiles
- o Evaluation reports
- o Vocational student organization membership roster and program of activities
- o Cooperative or on-the-job placement records

Standard 12	o School policies and procedures for placement o Placement records o Interviews with placement personnel
Standard 13	o Copies of follow-up studies or placement records o Written recommendations for curricular or program change based on analysis student follow-up data o Reports submitted to Board of Trustees o Examples of revised course outlines o Minutes of curriculum committee
Standard 14	o Interviews with instructors o Interviews with administrative and supervisory personnel
Standard 15	o Staff development surveys (with special needs component for LES teachers, cultural, languages, etc.) o Instructor's individual plan for staff development o In-service components o College staff and program development plan and report

GLOSSARY OF TERMS*

Advanced Placement - Acceptance of a student in a program at a higher level than usually assumed by entering students

Articulation - The relationship of an instructional program at one level to similar or related programs at another level

Bilingual Vocational Education (BVE) - BVE programs are designed to provide students with skills and knowledge of English necessary for entry level employment in the occupational area of instruction. The languages of communication in the BVE program are ENGLISH and the DOMINANT LANGUAGE of the students in attendance.

CCD (Course Code Directory) Code - The number code corresponding to programs and/or course offered in specific area or fields as outlined in the 1980-81 Course Code Directory

Competency - The ability (including knowledge, skills, and/or attitudes) to perform a specific task or duty successfully

Coordinating Council - A group organized to review total vocational education, adult general education, and community instructional services programs within the vocational planning district (region) to make needed offerings and prevention of unwarranted duplication

Criteria - Standards by which decisions can be made

Criterion-Referenced Measure - A measurement device based on performance objectives which evaluates learners on the basis of ability to complete a task in a given situation according to a pre-set standard.

Dissemination - The production, delivery, and distribution of products to identified target groups

Employability Skills - Human relation skills required to obtain and keep a job

Entry Level Knowledge - The minimum knowledge required to function effectively in initial employment

Evidences - A basis for supporting or proving response

Fundamental Occupational Proficiency Course - Instruction in competencies common to a cluster of occupations for the purpose of developing skills, knowledge, and attitudes for advancement into the next level of an occupational proficiency program

Instructional Program Descriptions Bulletin - An inventory containing a descriptive analysis of vocational programs offered in Florida

Integral - A term which qualifies some element or part as essential for completeness

Laboratory - A facility designed to provide instruction in the use of tools and equipment in an occupation

Limited English Speaking - One who cannot effectively communicate in the English language

Manipulative Skills - Proficiency in handling and operating tools or machines, and in designing, shaping, forming, or fabricating various objects

Occupational Proficiency Program - Same as occupational preparatory described below

Occupational Preparatory Program - A competency-based program of instruction specifically designed to prepare a person for employment in an occupation or cluster of closely related occupations in the occupational fields of Agri-business and Natural Resources Education, Business and Office Edcation, Distributive Education, Home Economics and Industrial Education.

Performance Objective - A statement of what the learner must do, in observable and measurable terms (same as behavioral objective)

Pre-Vocational Program - A program of instruction designed to provide orientation to and exploration of experiences with the kinds and levels of work in a broad range of occupations

Program Area - The vocational area in which instruction takes place, such as Agriculture, Home Economics, etc. When completing the form use the following official abbreviations.

AG - Agriculture
BU - Business
CH - Consumer & Homemaking
DE - Distributive Education
DO - Diversified Occupations
HG - Home Economics - Gainful
HL - Health
IA - Industrial Arts
IN - Industrial Education
PS - Public Service
SP - Special Programs

Sequence - The arrangement of instruction in a consistent and logical manner

Service Area - See Program Area

Standard - A condition set as a measure or basis for comparison

Supplemental Program - A program for persons currently employed who need training in order to update, or upgrade skills to achieve stability, or advancement in current job position

Target Population - The group(s) who are being served by the program

Task Analysis - A list of operations and procedures performed by workers in a specific occupation; may include materials and equipment utilized on the job

Vocational Planning District (Region) - A geographic area that encompasses the boundaries of a community college district and all public school districts contained therein.

Units of Instruction - A subdivision of a program curriculum arranged and developed in various lesson plan groups

Vocational English as a Second Language (VESL) - Instruction in English necessary for the occupational area

Program Requirements for Bilingual Vocational Education in Florida

School Data Sheet

Name of School_____Occupational Area(s)_____

Language Groups Represented in Bilingual Vocational Education Program(s)

A_____ D_____

B_____ E_____

C_____ F_____

Number of Students in each Language Group

A_____ D_____

B_____ E_____

C_____ F_____

Number of Bilingual Vocational Education Staff_____

Respondent's Background Information
(Response Optional)

Name_____

Position_____Subject Area_____

Language(s), other than English, spoken :
(check one) Oral Fluency : Native Good Fair Poor

A_____

B_____

C_____

Program Requirements for Bilingual Vocational Education in Florida

The purpose of this phase of the study is to identify the additional staff skill, facilities, equipment, supplies, materials, and curriculum components necessary for effective Bilingual Vocational Education Programs in the state of Florida. The comparison you are requested to make is between the regular Vocational Education program (VEP) and the Bilingual Vocational Education Program (BVEP).

I. Staff

Researchers have studied the ratio of students to staff that will permit effective education of the students enrolled in the program, but no conclusive data was obtained. We would like you, as BVE personnel, to express your opinion as to the appropriate ratio of students to staff in effective BVE and VE programs in Florida. Express your opinion by placing the number of students in the space provided below. Be sure to make two entries for each item. If the position is not necessary place a zero (0) in the space.

		VE	BVE
1.	Vocational Instructor who speaks English only	1/___	1/___
2.	Vocational Instructor who speaks English and target language(s)	1/___	1/___
3.	Papaprofessional who speaks English only	1/___	1/___
4.	Paraprofessional who speaks English and the target language(s)	1/___	1/___
5.	English-as-a-second language instructor	1/___	1/___
6.	Guidance person who speaks English only	1/___	1/___
7.	Guidance person who speaks English and the target language(s)	1/___	1/___
8.	Occupational specialist who speaks English only	1/___	1/___
9.	Occupational specialist who speaks English and the target language(s)	1/___	1/___
10.	Community volunteer who speaks English only	1/___	1/___
11.	Community volunteer who speaks English and target language(s)	1/___	1/___
12.	Others (specify)_____	1/___	1/___

II. Staff Skills

The skills that make a vocational educator a bilingual vocational educator have been identified. We would like you to express your feeling as to whether or not these skills are necessary for the staff in effective BVE, but not in VE programs. Circle N, NN, or U as below.

Necessary (N)	The skill is necessary for staff in effective BVEPs.
Not Necessary (NN)	The skill is not necessary for the staff in a BVEP.
Undecided (U)	You are not sure if the skill is necessary in an effective BVEP.

Language Skills:

	Necessary	Not Necessary	Undecided
1. The BVE staff speak and understand the target language(s)	N	NN	U
2. The BVE staff read and write the target language(s)	N	NN	U
3. Other (specify)_____	N	NN	U

Cultural Skills:

1. The BVE staff is sensitive to students' cultural attitudes towards learning	N	NN	U
2. The BVE staff is sensitive to students' cultural beliefs about social structure including family and authority figures	N	NN	U
3. The BVE staff are sensitive to cultural stigma associated with some words or expressions	N	NN	U
4. Others (specify)_____			

III. Curriculum

	Necessary	Not Necessary	Undecided
The additional curriculum components necessary for effective BVE programs, but not for VE are:			
1. Language improvement component(s)	N	NN	U
2. Cultural understanding component(s)	N	NN	U
3. Others (specify)_____			

IV. Materials

The material necessary for effective BVE programs, but not for effective VE programs are:			
1. Bilingual textbooks	N	NN	U
2. Textbooks in target language only	N	NN	U
3. English language materials prepared for students with Limited English Speaking Ability (LESA)	N	NN	U
4. Audio-visual materials that are specific for the occupational training of the limited English speaking	N	NN	U
5. Translation of vocational materials prepared by the staff	N	NN	U
6. Others (specify)_____			

V. Facilities, Equipment, and Supplies

The facilities, equipment, and supplies necessary for effective vocational education have been specified. The ones necessary for effective BVE have been suggested. Would you express your feelings as to whether or not the facilities, equipment, and supplies necessary in BVE are less, more, or the same as those in VE.

1. The facilities necessary for effective BVEPs are : Circle One more, less, or the same as those for effective VEPs.

   Of more or less specify:_____

   _____

   _____

2. The equipment necessary for effective BVEPs are: Circle One more, less, or the same as those for effective VEPs.

   If more or less specify:_____

   _____

   _____

3. The supplies necessary for effective BVEPs are: Circle One more, less or the same as those for effective VEPs.

   If more or less specify:_____

   _____

   _____

VI. What suggestions would you make for the vocational instructor who has multilanguage limited English speaking students in the class?

_____

_____

_____

Questionnaire to Identify Standards and Criteria
for Effective Bilingual Vocational Education Programs

Thank you for agreeing to participate in this study and to express your opinion about the standards and criteria that, when met, would indicate the provision of effective Bilingual Vocational Education (BVE). The results of the questionnaire will be used in the development of the BVE component of the Vocational Education Program Review for the state of Florida.

The following pages contain a series of standards and criteria obtained from a review of the existing BVE and Vocational Education (VE) programs. You are asked to decide whether each standard and criterion, when met, will result in effective BVE programs.

Any feedback on items that should be modified, deleted, or added is welcome. All input from BVE personnel is relevant and necessary in order to devise a useful evaluation system.

Please write any comments or additional items on the back of the pages, and do not forget to write the number or letter of the standard or criterion next to your comments or item.

You will notice that your name is requested. This is done only in case there is difficulty in interpreting any comments and we need to ask you for additional information. You need not give your name if you do not wish to. Your responses, along with those of others who respond, will be summarized. Thus, your response will remain anonymous. There is a separate sheet with the definitions of terms for your convenience.

Task I.

A. Read each of the standards on the questionnaire.

B. In making your responses, circle 1,2,3, or 4 as below:

1. Bilingual Vocational Education (BVE): BVE programs are designed to provide students with skills and knowledge of vocational English necessary for entry level employment in the occupational area of instruction. The languages of communication in the BVE program are English and the dominant language of students in attendance.

2. Vocational Education (VE): VE programs are designed to provide students with vocational skills necessary for entry level employment in the occupational area of instruction. The language of communication in the VE program is English only.

Task I. B (cont'd)

3. Both BVE and VE: The identified standard is equally relevant to BVE and VE programs.

4. None: The standard is not necessary for an effective BVE and/or VE program.

C. If a standard identified as appropriate for VE only (2) or not appropriate None (4) do not rate the criteria; go to the next standard.

Task II.

A. Read each criterion for those standards appropriate for BVE or Both.

B. Circle the response that most nearly represents your feeling as to the degree to which you agree with the appropriateness of the criterion as a measure of whether or not the standard has been met.

C. In making your responses, circle 1,2,3,4, or 5 as below:

1. Strongly Agree (SA)	if the criterion described would have considerable impact in meeting the standard in an effective BVE program.
2. Agree (A)	if the criterion described would have a moderate impact in meeting the standard in an effective BVE program.
3. Undecided	if you are not sure whether or not the criterion would have any impact in meeting the standard in an effective BVE program.
4. Disagree (D)	if the criterion described is not necessary in meeting the standard in an effective BVE program.
5. Strongly Disagree (SD)	if the criterion described would have negative or no impact in meeting the standard in an effective BVE program.

D. If a criterion is identified as Disagree (4) or Strongly Disagree (5) go to the next criteria, do not do TASK III for this particular criterion.

Task III.

A. For each criterion determine if it is appropriate for BVE or BOTH

B. In making your response circle 0 or 1 as below:

0 - Both The criterion is appropriate for BVE and VE

1 - BVE only The criterion is appropriate for BVE only

Before returning the forms, please be sure that you have responded to all items. If you have any questions about this, please ask the administrator.

Thank you for your cooperation.

Bilingual Vocational Education Standards and Criteria

Purpose: To determine the standards and criteria, which when met, will result in effective BVE programs.

I. Program Objectives

Standard: (Circle one, if 2 or 4 is selected skip to next standard)

	BVE	VE	BOTH	NONE
1. Program objectives are consistent with Vocational Education Program Course Standards - 1980 for the state of Florida.	1	2	3	4

Criteria: (If 1,4 or 5 is selected skip to next criterion or standard)

	SA	A	U	D	SD	BOTH	ONLY BVE
A. The subject matter in this program corresponds to the program description specified in the Vocational Education Program Course Standards for the state of Florida.	1	2	3	4	5	0	1
B. Objectives have been written to cover the subject matter in the program.	1	2	3	4	5	0	1

Standard:

	BVE	VE	BOTH	NONE
2. Program objectives are consistent with the BVE standards as specified by the major funding source (federal, state, community, other).	1	2	3	4

Criteria:

	SA	A	U	D	SD	BOTH	ONLY BVE
A. The subject matter in this program corresponds to the program description specified by the major funding source.	1	2	3	4	5	0	1
B. Objectives have been written to cover the subject matter in the program	1	2	3	4	5	0	1

2

II. Instructional Content

Standard: (If 2 or 4 is selected skip to next standard)

1. Courses or units of instruction in this program are based on defined or measureable competencies required for employment.	BVE	VE	BOTH	NONE
	1	2	3	4

Criteria: (If 3, 4 or 5 is selected skip to next criterion or standard)

	SA	A	U	D	SD	BOTH	ONLY BVE
A. The program provides students with the needed knowledge, skill and attitudes required for employment.	1	2	3	4	5	0	1
B. The exit competencies of the student are compatible with current employment practices in the field of training.	1	2	3	4	5	0	1
C. The methods/sources that are used in the development of course or units of instruction are: (rate all choices)							
(1) Task analysis of occupation	1	2	3	4	5	0	1
(2) Available curriculum guides	1	2	3	4	5	0	1
(3) Textbooks	1	2	3	4	5	0	1
(4) Learning Task analyses	1	2	3	4	5	0	1
(5) Subject matter expert interviews	1	2	3	4	5	0	1
(6) Subject matter expert committees	1	2	3	4	5	0	1
(7) Observation of workers in occupational area	1	2	3	4	5	0	1
(8) Special needs of students	1	2	3	4	5	0	1
(9) Special characteristics of students	1	2	3	4	5	0	1
(10) Other (specify)_____	1	2	3	4	5	0	1

II. Instructional Content (cont'd)

Standard: (If 2 or 4 is selected skip to next standard)

	BVE	VE	BOTH	NONE
2. The "Work Experience" program is based on identified student needs.	1	2	3	4

Criteria: (If 3,4 or 5 is selected go to next criterion or standard)

	SA	A	U	D	SD	BOTH	ONLY BVE
A. The "Work Experience" program was established due to high potential dropout rates of:							
(1) All students	1	2	3	4	5	0	1
(2) Limited English Speaking students	1	2	3	4	5	0	1
B. The program is continued based on current dropout rates of:							
(1) All students	1	2	3	4	5	0	1
C. The dropout rates are substantiated by: (rate all)							
(1) School records	1	2	3	4	5	0	1
(2) Student surveys	1	2	3	4	5	0	1
(3) Other (specify)_____	1	2	3	4	5	0	1
D. Dropout rates are recorded by dominate language of the student.	1	2	3	4	5	0	1

REMINDER: Please answer all items for the determination of the standards and criteria which, when met, will result in effective BVE programs.

III. Advisory Committee

Standard: (If 2 or 4 is selected skip to next standard)

	BVE	VE	BOTH	NONE
1. The program is supported by an organized and active advisory committee.	1	2	3	4

4

III. Advisory Committee (cont'd)

Criteria:(If 3,4 or 5 is selected skip to next criterion)

	SA	A	U	D	SD	BOTH	ONLY BVE
A. The advisory committees that may serve this program are: (rate all committees)							
(1) One county-wide committee for all vocational programs.	1	2	3	4	5	0	1
(2) A specific county-wide committee for an occupational area.	1	2	3	4	5	0	1
(3) School/college-wide advisory committee for all vocational programs.	1	2	3	4	5	0	1
(4) An advisory committee for the specific program only.	1	2	3	4	5	0	1
B. The members of the advisory committee should include representation from the following areas: (rate all areas)							
(1) Employers	1	2	3	4	5	0	1
(2) Supervisors & Managers	1	2	3	4	5	0	1
(3) Employees	1	2	3	4	5	0	1
(4) Former students	1	2	3	4	5	0	1
(5) Present students	1	2	3	4	5	0	1
(6) Parents (high school level)	1	2	3	4	5	0	1
(7) Accreditation, licensing, & certification board members.	1	2	3	4	5	0	1
(8) Community Leaders	1	2	3	4	5	0	1
(9) Retired Employees	1	2	3	4	5	0	1
(10) Other (specify)_____	1	2	3	4	5	0	1

III. Advisory Committee (cont'd)

Criteria:

	SA	A	U	D	SD	BOTH	ONLY BVE
C. The membership of the advisory committee is representative of: (rate all)							
(1) Males	1	2	3	4	5	0	1
(2) Females	1	2	3	4	5	0	1
(3) Ethnic groups living in the area	1	2	3	4	5	0	1
(4) Races living in the area	1	2	3	4	5	0	1
(5) Other (specify)_____ _____	1	2	3	4	5	0	1
D. The functions of the advisory committee are: (rate all)							
(1) Identifying employment opportunities for students	1	2	3	4	5	0	1
(2) Arranging for student use of community resources	1	2	3	4	5	0	1
(3) Recommending equipment and tools for the program	1	2	3	4	5	0	1
(4) Identifying cooperative work sites for the students	1	2	3	4	5	0	1
(5) Evaluating the program	1	2	3	4	5	0	1
(6) Identifying essential competencies for entering occupation	1	2	3	4	5	0	1
(7) Assisting in cultural understanding	1	2	3	4	5	0	1
(8) Providing and/or identifying bilingual personnel to assist in the classroom when needed	1	2	3	4	5	0	1

6

IV. Staff Qualifications

Standard:

1. The program is staffed by qualified personnel.

BVE	VE	BOTH	NONE
1	2	3	4

Criteria:

	SA	A	U	D	SD	BOTH	ONLY BVE
A. The program is staffed by qualified teachers/instructional personnel in the following areas: (rate all areas)							
(1) Vocational Education	1	2	3	4	5	0	1
(2) Vocational Education, English, and target language(s)	1	2	3	4	5	0	1
(3) Instruction of English as a second language	1	2	3	4	5	0	1
(4) Multicultural understanding	1	2	3	4	5	0	1
B. The teacher/instructional qualifications are validated by: (rate all methods)							
(1) Florida VE Certification (regular or temporary)	1	2	3	4	5	0	1
(2) Approved by local school board or board of trustees	1	2	3	4	5	0	1
C. The program is staffed by qualified supportive personnel: (rate all)							
(1) Guidance Counselors							
(a) English speaking only	1	2	3	4	5	0	1
(b) Proficient in English & target language(s)	1	2	3	4	5	0	1
(2) Occupational Specialist							
(a) English speaking only	1	2	3	4	5	0	1
(b) Proficient in English & target language(s)	1	2	3	4	5	0	1

IV. Staff Qualifications (cont'd)

	SA	A	U	D	SD	BOTH	ONLY BVE
(3) Paraprofessionals							
(a) English speaking only	1	2	3	4	5	0	1
(b) Bilingual (English & target language(s)	1	2	3	4	5	0	1

REMINDER: Please answer these items for the determination of the standards and criteria, which when met, will result in effective BVE programs.

V. Facilities

Standard:

	BVE	VE	BOTH	NONE
1. The facility enables program objectives to be taught	1	2	3	4

Criteria:

	SA	A	U	D	SD	BOTH	ONLY BVE
A. The classroom labs. or shops are adequate for the instruction of program objectives in the following areas: (rate all areas)							
(1) Size	1	2	3	4	5	0	1
(2) Location	1	2	3	4	5	0	1
(3) Arrangement	1	2	3	4	5	0	1
(4) Maintenance	1	2	3	4	5	0	1
(5) Accessibility for handicapped students	1	2	3	4	5	0	1
(6) Safety aspects	1	2	3	4	5	0	1
(7) Heating/ventilation	1	2	3	4	5	0	1
(8) Illumination	1	2	3	4	5	0	1
(9) Acoustics	1	2	3	4	5	0	1
(10) Other (specify)_____	1	2	3	4	5	0	1

8

V. Facilities (cont'd)

Criteria:	SA	A	U	D	SD	BOTH	ONLY BVE
B. Restrooms, dressing rooms, etc. are conveniently located for:							
(1) Male students	1	2	3	4	5	0	1
(2) Female students	1	2	3	4	5	0	1
(3) handicapped students	1	2	3	4	5	0	1
C. Restrooms, dressing rooms, safety directions & charts are clearly marked in: (rate each one)							
(1) English only	1	2	3	4	5	0	1
(2) International symbols	1	2	3	4	5	0	1
(3) Target language(s) only	1	2	3	4	5	0	1
(4) English & target language(s)	1	2	3	4	5	0	1

VI. Instructional Resources

Standard:

1. Instructional resources are used to meet program objectives

BVE	VE	BOTH	NONE
1	2	3	4

Criteria:	SA	A	U	D	SD	BOTH	ONLY BVE
A. The program has the following instructional resources to attain program objectives. (rate all resources)							
(1) Tools and equipment	1	2	3	4	5	0	1
(2) Vocational instructional materials in: (rate all)							
(a) English only	1	2	3	4	5	0	1
(b) English & target language(s)	1	2	3	4	5	0	1
(c) Target language(s) only	1	2	3	4	5	0	1
(d) Components of English & target language needed for occupation (i.e., bilingual secretary)	1	2	3	4	5	0	1

VI. Instructional Resources (cont'd)

	SA	A	U	D	SD	BOTH	ONLY BVE
(3) English as a second language materials for the occupational area	1	2	3	4	5	0	1
(4) Consumable supplies	1	2	3	4	5	0	1
(5) Related Resources (equipment, livestock, human subjects, etc.)	1	2	3	4	5	0	1
(6) Audio visual materials	1	2	3	4	5	0	1
(7) Other (specify)_____	1	2	3	4	5	0	1
B. Tools and equipment in this program are similar to those used in business and industry.	1	2	3	4	5	0	1
C. Tools and equipment have the necessary safety devices.	1	2	3	4	5	0	1
D. If tools and equipment break, service is available to repair them.	1	2	3	4	5	0	1
E. Worn, broken or outdated tools and equipment are replaced	1	2	3	4	5	0	1
F. Instructional materials in this program are nondiscriminatory in content toward: (rate all)							
(1) Males	1	2	3	4	5	0	1
(2) Females	1	2	3	4	5	0	1
(3) Races	1	2	3	4	5	0	1
(4) Handicapped	1	2	3	4	5	0	1
(5) Ethnic groups	1	2	3	4	5	0	1
(6) Limited English Speaking	1	2	3	4	5	0	1

REMINDER: Please answer these items for the determination of the standards and criteria, which when met, will result in effective BVE programs.

VII. Recruitment

Standard:

1. The program provides an active recruitment program for students.

BVE	VE	BOTH	NONE
1	2	3	4

Criteria:

	SA	A	U	D	SD	BOTH	ONLY BVE
A. Orientation sessions are held to acquaint students with the program.							
(1) Multilingual staff participate in recruitment program	1	2	3	4	5	0	1
B. Printed information is provided to acquaint students with the program							
(1) Printed material is provided in: (rate all)							
(a) English only	1	2	3	4	5	0	1
(b) Target language(s) only	1	2	3	4	5	0	1
(c) English & target language(s)	1	2	3	4	5	0	1
C. Community resources that are used to provide information to prospective students							
(1) The community resources that are used: (rate all)							
(a) Radio & TV							
a.1 English only programs	1	2	3	4	5	0	1
a.2 Target language program(s)	1	2	3	4	5	0	1
a.3 Both English and target language program(s)	1	2	3	4	5	0	1

VII. Recruitment (cont'd)	SA	A	U	D	SD	BOTH	ONLY BVE
(b) Newspapers							
b.1 English language only	1	2	3	4	5	0	1
b.2 Target language(s) only	1	2	3	4	5	0	1
b.3 Both English and target language(s)	1	2	3	4	5	0	1
(c) Social Organizations							
c.1 social services agencies	1	2	3	4	5	0	1
c.2 Ethnic Clubs	1	2	3	4	5	0	1
D. All students are encouraged to enter the program: (rate all)							
(1) Male	1	2	3	4	5	0	1
(2) Female	1	2	3	4	5	0	1
(3) From ethnic groups living in the area	1	2	3	4	5	0	1
(4) From races living in the area	1	2	3	4	5	0	1
(5) Limited English Speaking	1	2	3	4	5	0	1
(6) Handicapped	1	2	3	4	5	0	1

VIII. Admissions

Standard:

1. Admissions procedures for the program are operational	BVE	VE	BOTH	NONE
	1	2	3	4

VIII. Admissions (cont'd)

Criteria:

	SA	A	U	D	SD	BOTH	ONLY BVE
A. Academic prerequisites are specified for students in: (rate all)							
(1) English only	1	2	3	4	5	0	1
(2) Target language plus some English knowledge	1	2	3	4	5	0	1
(3) English plus some knowledge of target language	1	2	3	4	5	0	1
(4) Target language(s) only	1	2	3	4	5	0	1
(5) English or target language(s)	1	2	3	4	5	0	1
B. Students enrolled in the program are at proper grade level as specified in the Course Code Directory-Public Schools 1980-81	1	2	3	4	5	0	1
C. The admission procedures are developed by: (rate all)							
(1) Administrators	1	2	3	4	5	0	1
(2) Counselors	1	2	3	4	5	0	1
(3) Teachers	1	2	3	4	5	0	1
(4) School support personnel	1	2	3	4	5	0	1
(5) Parents	1	2	3	4	5	0	1
(6) Community representatives	1	2	3	4	5	0	1
(7) Other (specify)_____	1	2	3	4	5	0	1
D. Teacher(s) assist in the selection of students who enter the program.	1	2	3	4	5	0	1

VIII. Admissions (con't)

	SA	A	U	D	SD	BOTH	ONLY BVE
E. The criteria used for student admission into the "Work Experience" program are: (rate all)							
(1) Truancy problem	1	2	3	4	5	0	1
(2) Need work in order to continue education	1	2	3	4	5	0	1
(3) Deprived economically	1	2	3	4	5	0	1
(4) Negative attitude toward:							
(a) work	1	2	3	4	5	0	1
(b) school	1	2	3	4	5	0	1
(c) society	1	2	3	4	5	0	1
(5) Poor self-concept	1	2	3	4	5	0	1
(6) Alienation	1	2	3	4	5	0	1
(7) Discipline problem	1	2	3	4	5	0	1
(8) Half-day performer (limited attention span)	1	2	3	4	5	0	1
(9) Over-age in grade	1	2	3	4	5	0	1
(10) Not relating to classwork	1	2	3	4	5	0	1
(11) Lack of interest	1	2	3	4	5	0	1
(12) Other (specify)	1	2	3	4	5	0	1
F. Teachers work with Student Service personnel to provide students with information about occupations	1	2	3	4	5	0	1
G. Students service personnel help develop flexible schedules to meet special needs of "Work Experience" students	1	2	3	4	5	0	1

IX. Class Enrollment

Standard:

	BVE	VE	BOTH	NONE
1. Classroom enrollment is limited to permit students to attain the program objectives.	1	2	3	4

Criteria:

	SA	A	U	D	SD	BOTH	ONLY BVE
A. The enrollment is restricted to provide students with the opportunity to obtain program objectives	1	2	3	4	5	0	1

X. Instruction

Standard:

	BVE	VE	BOTH	NONE
1. Instruction is organized in order to assist students in meeting program objectives.	1	2	3	4

Criteria:

	SA	A	U	D	SD	BOTH	ONLY BVE
A. The methods of instruction that may be used in order for students to meet program objectives are: (rate all methods)							
(1) Specific period of time is allocated to each course or unit and students are expected to master the material within the time period. (time based)	1	2	3	4	5	0	1
(2) Instruction is varied to accommodate individual learning style of students. (individualized instruction)	1	2	3	4	5	0	1
(3) Students progress at their own rate through a series of tasks. (competency-based)	1	2	3	4	5	0	1

X. Instruction (cont'd)

	SA	A	U	D	SD	BOTH	ONLY BVE
B. The language(s) that may be used in the instruction of students are: (rate all)							
(1) English only	1	2	3	4	5	0	1
(2) Target language(s) only	1	2	3	4	5	0	1
(3) English & target language(s)	1	2	3	4	5	0	1
C. The instructional staff may be composed of: (rate all)							
(1) Vocational instructor who speaks only English	1	2	3	4	5	0	1
(2) Vocational instructor who speaks English & target language(s)	1	2	3	4	5	0	1
(3) Vocational instructor who speaks English only & a paraprofessional who speaks English & target language(s)	1	2	3	4	5	0	1
(4) Vocational instructor & a paraprofessional who speak English & target language(s)	1	2	3	4	5	0	1
(5) Vocational instructor who speaks English & target language(s) & a paraprofessional speaking English only	1	2	3	4	5	0	1
D. The evaluation methodologies that may be use for the program are: (rate all)							
(1) A student's performance is compared with that of other students (norm-reference)	1	2	3	4	5	0	1
(2) A student's performance is compared with a predetermined standard (criterion reference)	1	2	3	4	5	0	1
(3) A pretest/posttest is given to determine individual student achievement	1	2	3	4	5	0	1

X. Instruction (cont'd)

	SA	A	U	D	SD	BOTH	ONLY BVE
E. Student organization activities are included in the program's instructional component.	1	2	3	4	5	0	1
F. The vocational student organizations are supported by budgeted school funds.	1	2	3	4	5	0	1
G. Cooperative or on-the-job instruction is provided for all students when needed.	1	2	3	4	5	0	1

REMINDER: Please answer these items for the determination of the standards and criteria needed for an effective BVE program.

XI. Student Job Placement

Standard:

	BVE	VE	BOTH	NONE
1. Placement services are provided to program completers and/or leavers	1	2	3	4

Criteria:

	SA	A	U	D	SD	BOTH	ONLY BVE
A. The placement of students is the responsibility of: (rate all)							
(1) Vocational instructor	1	2	3	4	5	0	1
(2) Cooperative education instructor	1	2	3	4	5	0	1
(3) Guidance counselor	1	2	3	4	5	0	1
(4) Occupational specialist (high school only)	1	2	3	4	5	0	1
(5) Student	1	2	3	4	5	0	1
(6) Director	1	2	3	4	5	0	1
(7) Other (specify)_____	1	2	3	4	5	0	1

XI. Student Placement (cont'd)

	SA	A	U	D	SD	BOTH	ONLY BVE
B. The placement of students who complete or leave the program is further assisted by the following agencies: (rate all)							
(1) Florida State Employment Services	1	2	3	4	5	0	1
(2) Advisory Committee members	1	2	3	4	5	0	1
(3) Potential employers in business and industry	1	2	3	4	5	0	1
(4) Ethnic group organizations	1	2	3	4	5	0	1
(5) Others (specify)_____	1	2	3	4	5	0	1
C. Aid for placement is provided for program leavers and completers							
(1) Aid is provided for: (rate all)							
(a) Males	1	2	3	4	5	0	1
(b) Females	1	2	3	4	5	0	1
(c) Member minority ethnic group	1	2	3	4	5	0	1
(d) Minority race member	1	2	3	4	5	0	1
(e) Limited English speaking	1	2	3	4	5	0	1
(f) Handicapped	1	2	3	4	5	0	1
D. Organized experience in the labor market is provided to meet program objectives (Work Experience Program)							
(1) Parent and employer training agreements are available for each student	1	2	3	4	5	0	1
(2) All students in program work	1	2	3	4	5	0	1
(3) The program operates in accordance with state & federal labor laws	1	2	3	4	5	0	1

XI. Student Job Placement (cont'd)

	SA	A	U	D	SD	BOTH	ONLY BVE
(4) Student assignments to employment stations are without bias towards: (Work Experience Program)							
(a) male	1	2	3	4	5	0	1
(b) female	1	2	3	4	5	0	1
(c) ethnic group	1	2	3	4	5	0	1
(d) race	1	2	3	4	5	0	1
(e) limited English speaking ability	1	2	3	4	5	0	1
(f) other (specify)_____	1	2	3	4	5	0	1
(5) Student progress folders are available to placement staff	1	2	3	4	5	0	1
(6) Student placement folders are available to placement staff	1	2	3	4	5	0	1

XII. Student Follow-up

Standard:

	BVE	VE	BOTH	NONE
1. Data from follow-up studies are used to make decisions regarding curriculum and program revision	1	2	3	4

Criteria:

	SA	A	U	D	SD	BOTH	ONLY BVE
A. Students are informed of the importance of follow-up studies	1	2	3	4	5	0	1
B. Students are informed of follow-up procedures	1	2	3	4	5	0	1
C. Teachers/instructors receive placement & follow-up information each year for the purpose of: (rate all)							
(1) Making program changes	1	2	3	4	5	0	1
(2) Sharing with school/college administrators	1	2	3	4	5	0	1

XII. Student Follow-up (cont'd)

	SA	A	U	D	SD	BOTH	ONLY BVE
(3) Sharing with Board of Trustees (C.C. Level only)	1	2	3	4	5	0	1
(4) Sharing with Advisory Committee	1	2	3	4	5	0	1
(5) Sharing with students currently enrolled in the program	1	2	3	4	5	0	1
D. Teachers assist in contacting former students	1	2	3	4	5	0	1

XIII. Administrators and Supervisors

Standard:

	BVE	VE	BOTH	NONE
1. Administrators and/or supervisors provide assistance in program maintenance and improvement.	1	2	3	4

Criteria:

	SA	A	U	D	SD	BOTH	ONLY BVE
A. The administrators and/or supervisors who provide the assistance are: (rate all)							
(1) Dean of Instruction (C.C. only)	1	2	3	4	5	0	1
(2) Dean/Director of Occupational Education (C.C.only)	1	2	3	4	5	0	1
(3) Program Leader (C.C.only)	1	2	3	4	5	0	1
(4) Local Director of VE (high school only)	1	2	3	4	5	0	1
(5) County level Vocational Supervisor (high school only)	1	2	3	4	5	0	1
(6) School Prinicpal or Director (high school only)	1	2	3	4	5	0	1
(7) Other (specify)_____	1	2	3	4	5	0	1

XIV. Staff Improvement

Standard:

	BVE	VE	BOTH	NONE
1. The opportunity for professional improvement is provided in accordance with staff needs	1	2	3	4

Criteria:

	SA	A	U	D	SD	BOTH	ONLY BVE
A. The staff development needs of those responsible for the program are assessed in the following areas: (rate all)							
(1) Cultural understanding	1	2	3	4	5	0	1
(2) Vocational update	1	2	3	4	5	0	1
(3) Foreign language skills	1	2	3	4	5	0	1
(4) English language skilld	1	2	3	4	5	0	1
(5) Other (specify)_____	1	2	3	4	5	0	1
B. Inservice staff development workshops are provided	1	2	3	4	5	0	1
C. Inservice administrative development workshops are provided	1	2	3	4	5	0	1
D. Local funds are provided for travel to self-development activities	1	2	3	4	5	0	1

Additional Comments are welcome:_____

_____

_____

_____

_____

EVALUATION OF BVE/VESL PROGRAM REVIEW COMPONENT

DIRECTIONS: response that most nearly represents your feelings as to the appropriateness of the standard and its criterion for evaluating the effectiveness of BVE/VESL programs in the state of Florida. Make any additional comments in the space provided or at the end of this instrument. The Standard/Criteria is appropriate for:

(Both)
__1__ BVE & VESL __2__ BVE only __3__ VESL only __4__ Not Appropriate Comments

__A__ Acceptable met __M__ Minimally met, needs improvement __N__ Not met

Standard I.

A. __1__ __2__ __3__ __4__ _____

B. __1__ __2__ __3__ __4__ _____

___A ___M ___N

Standard II.

A. __1__ __2__ __3__ __4__ _____

B. __1__ __2__ __3__ __4__ _____

___A ___M ___N

Standard III.

A. __1__ __2__ __3__ __4__ _____

B. __1__ __2__ __3__ __4__ _____

C.1. __1__ __2__ __3__ __4__ _____

2. __1__ __2__ __3__ __4__ _____

3. __1__ __2__ __3__ __4__ _____

4. __1__ __2__ __3__ __4__ _____

5. __1__ __2__ __3__ __4__ _____

6. __1__ __2__ __3__ __4__ _____

7. __1__ __2__ __3__ __4__ _____

8. __1__ __2__ __3__ __4__ _____

9. __1__ __2__ __3__ __4__ _____

___A ___M ___N

Standard IV

A. __1__ __2__ __3__ __4__ _____

1. __1__ __2__ __3__ __4__ _____

2. __1__ __2__ __3__ __4__ _____

3. __1__ __2__ __3__ __4__ _____

C. 1. 1 2 3 4 _____

2. 1 2 3 4 _____

3. 1 2 3 4 _____

4. 1 2 3 4 _____

5. 1 2 3 4 _____

6. 1 2 3 4 _____

7. 1 2 3 4 _____

8. 1 2 3 4 _____

9. 1 2 3 4 _____

D.

1. 1 2 3 4 _____

2. 1 2 3 4 _____

3. 1 2 3 4 _____

4. 1 2 3 4 _____

5. 1 2 3 4 _____

___A ___M ___N

Standard V

A

1. 1 2 3 4 _____

2. 1 2 3 4 _____

3. 1 2 3 4 _____

4. 1 2 3 4 _____

5. 1 2 3 4 _____

B.

1. 1 2 3 4 _____

2. 1 2 3 4 _____

C.

1. 1 2 3 4 _____

a. 1 2 3 4 _____

2. 1 2 3 4 _____

a. 1 2 3 4 _____

3. 1 2 3 4 _____

a. 1 2 3 4 _____

Standard VI

D.

1. 1 2 3 4 _____
2. 1 2 3 4 _____
3. 1 2 3 4 _____

E.

1. 1 2 3 4 _____
2. 1 2 3 4 _____
3. 1 2 3 4 _____
4. 1 2 3 4 _____
___A ___M ___N

Standard VII

A.

1. 1 2 3 4 _____
2. 1 2 3 4 _____
3. 1 2 3 4 _____
b. 1 2 3 4 _____
c. 1 2 3 4 _____
d. 1 2 3 4 _____

3. 1 2 3 4 _____
4. 1 2 3 4 _____
5. 1 2 3 4 _____
6. 1 2 3 4 _____
7. 1 2 3 4 _____

B. 1 2 3 4 _____

C. 1 2 3 4 _____

D. 1 2 3 4 _____

E. 1 2 3 4 _____

F. 1 2 3 4 _____

1. 1 2 3 4 _____

2. 1 2 3 4 _____

3. 1 2 3 4 _____

4. 1 2 3 4 _____

5. 1 2 3 4 _____

6. 1 2 3 4 _____

___M ___M ___N

Standard VIII

A.

1. 1 2 3 4 _____

2. 1 2 3 4 _____

3. 1 2 3 4 _____

B.

1. 1 2 3 4 _____

2. 1 2 3 4 _____

3. 1 2 3 4 _____

C.

1.

a. 1 2 3 4 _____

b. 1 2 3 4 _____

c. 1 2 3 4 _____

D.

1.

(a)

a.1 1 2 3 4 _____

a.2 1 2 3 4 _____

a.3 1 2 3 4 _____

(b)

b.1 1 2 3 4

b.2 1 2 3 4

b.3 1 2 3 4

(c)

c.1 1 2 3 4

c.2 1 2 3 4

c.3 1 2 3 4

c.4 1 2 3 4

E.

1. 1 2 3 4

2. 1 2 3 4

3. 1 2 3 4

4. 1 2 3 4

5. 1 2 3 4

6. 1 2 3

A M N

Standard IX

A.

1. 1 2 3 4

2. 1 2 3 4

3. 1 2 3 4

4. 1 2 3 4

B. 1 2 3 4

C. 1 2 3 4

D.

1. 1 2 3 4
2. 1 2 3 4
3. 1 2 3 4
4. 1 2 3 4

E. 1 2 3 4

A M N

Standard X

A. 1 2 3 4

Standard XI

A.

1. 1 2 3 4 _____

2. 1 2 3 4 _____

3. 1 2 3 4 _____

B.

1. 1 2 3 4 _____

2. 1 2 3 4 _____

3. 1 2 3 4 _____

C.

1. 1 2 3 4 _____

2. 1 2 3 4 _____

3. 1 2 3 4 _____

4. 1 2 3 4 _____

5. 1 2 3 4 _____

D.

1. 1 2 3 4 _____

2. 1 2 3 4 _____

3. 1 2 3 4 _____

E. 1 2 3 4 _____

F. 1 2 3 4 _____

G. 1 2 3 4 _____

___A ___M ___N

Standard XII

A.

1. 1 2 3 4 _____

A

2. 1 2 3 4 _____

3. 1 2 3 4 _____

4. 1 2 3 4 _____

5. 1 2 3 4 _____

6. 1 2 3 4 _____

7. 1 2 3 4 _____

B.

1. 1 2 3 4 _____

2. 1 2 3 4 _____

3. 1 2 3 4 _____

4. 1 2 3 4 _____

5. 1 2 3 4 _____

6. 1 2 3 4 _____

7. 1 2 3 4 _____

C.

1.

a. 1 2 3 4 _____

b. 1 2 3 4 _____

c. 1 2 3 4 _____

d. 1 2 3 4 _____

e. 1 2 3 4 _____

f. 1 2 3 4 _____

___A ___M ___N

Standard XIII

A. 1 2 3 4 _____

B. 1 2 3 4 _____

C. 1 2 3 4 _____

D. 1 2 3 4 _____

1. 1 2 3 4 _____

2. 1 2 3 4 _____

3. 1 2 3 4 _____

4. 1 2 3 4 _____

5. 1 2 3 4 _____

E. 1 2 3 4 _____

Standard XIV

A. 1 2 3 4 _____

B. 1 2 3 4 _____

C.

1. 1 2 3 4 _____

2. 1 2 3 4 _____

3. 1 2 3 4 _____

4. 1 2 3 4 _____

___A ___M ___N

Standard XV

A. 1 2 3 4 _____

B. 1 2 3 4 _____

1. 1 2 3 4 _____

2. 1 2 3 4 _____

3. 1 2 3 4 _____

4. 1 2 3 4 _____

C. 1 2 3 4 _____

D. 1 2 3 4 _____

E. 1 2 3 4 _____

___A ___M ___N

Appendix F

BVIPRC Field Test Materials

College of Education
Department of Educational Leadership
Adult Education
Higher Education
Educational Administration
Vocational Education

The Florida State University
Tallahassee, Florida 32306

250

As per our conversation on March , 1981, I am enclosing a copy of the field test of the Self-Study Program Review forms for programs with Limited English Proficiency (LEP) students. These are programs identified as Bilingual Vocational(BV), Vocational English as a Second Language (VESL) with traditional Vocational Education (VE) and traditional Vocational Education with LEP students and no VESL component.

Please complete the enclosed program review form for your program(s) and return it to me on March , 1981, when I will be in your school to conduct the on-site segment of the program review. If you have any additions, deletions, or modifications please write them on the form. When we meet for the on-site segment of this study, I would appreciate the opportunity to discuss your recommendations and/or suggestions for the development of an efficient VE program review instrument for programs with LEP students.

I look forward to seeing you in the near future. Again, thank you for your cooperation and support.

Sincerely,

Mary Anna Marangos
Research Assistant

/jks

College of Education
Department of Educational Leadership
Vocational Education
206 South Woodward
(904) 644-6298

The Florida State University
Tallahassee, Florida 32306

Your program has been selected to be a field test site for the development of a component to the Vocational Education Program Review for the state of Florida and permission obtained from your administrator
This component will be for vocational and related programs with Limited English Speaking (LES) students. For the success of this project your cooperation is most important. In anticipating your willingness to cooperate I have enclosed a copy of the Self-Evaluation form intended for the administrators/instructors of these programs.

Please complete the enclosed form for your program, and return it to me on March , 1981, when I will be at your school to conduct or schedule the on-site program review. If you have any additions, deletions, or suggestions please write them on the form. When we meet for the on-site conference, I would like to discuss your recommendations and/or suggestions for improving the component.

I look forward to your cooperation.

Sincerely,

Mary A. Marangos
Research Assistant

/jks

A FIELD TEST

THE VOCATIONAL EDUCATION INSTRUCTIONAL PROGRAM REVIEW IN THE COMMUNITY COLLEGE AND ADULT EDUCATION CENTERS IN FLORIDA FOR BILINGUAL VOCATIONAL PROGRAMS, VOCATIONAL ENGLISH AS A SECOND LANGUAGE PROGRAMS, AND VOCATIONAL EDUCATION PROGRAMS WITH LIMITED ENGLISH PROFICIENCY STUDENTS

Information for Completing Self-Study Form

F.S.U. Vocational Education Study
Document No. 4
MAM - 2/81

WHAT IS THE VOCATIONAL EDUCATION INSTRUCTIONAL PROGRAM REVIEW?

In the present case, the researcher is adapting program review procedures to programs with Limited English Proficient (LEP) students enrolled. Thus, no staff will be involved in this review. The influx of LEP students into the educational system of Florida has presented a new dimension to vocational education. The needs of the LEP students are in certain aspects greater than those of the English speaking students. The state of Florida, in order to meet the needs of all its student, has authorized the reexamination of the vocational program review instrument.

The following pages contain a program review instrument designed to determine whether or not the needs of the LEP students are being met in vocational programs that they are enrolled in. The researcher is requesting that you, as an instructor of LEP students, complete the instrument for your program. In addition, please make any additions, deletions, or modifications you feel necessary.

In its usual form, program review is a joint evaluation of individual vocational education programs by instructors, school administrators, and regional program consultants. The purposes of such a review are directed toward insuring that vocational instruction: (1) meets the needs, interests, and abilities of students; (2) satisfies the requirements of the occupation or occupational field in which the training is given; and (3) meets the requirements set for it by the State Board of Education for the operation of vocational education programs.

WHY ARE THE REVIEWS OF VOCATIONAL PROGRAMS CONDUCTED?

The primary purpose of program review is program improvement. Periodic evaluation is an excellent means of assuring that corrective action is taken as problems arise. In addition, there is the continued emphasis throughout the educational community on accountability. The Florida State Plan for the Administration of Vocational Education under the Vocational Amendments of 1976 contains provisions for program evaluation. The program review process is a standardized procedurs designed to meet the needs and requirements of local, state, and federal agencies.

HOW WILL THE PROGRAM REVIEW FIELD TEST WORK?

The researcher will provide the local Bilingual Vocational Education (BVE), Vocational English as a Second Language (VESL), Vocational Education (VE) educational agency with program self-study forms. These forms list the standards which will be verified by the researcher during a later on-site visit. A review form will be completed by the BVE/VESL/VE staff. The field test self-study form is designed to assist the researcher in developing the final version of the BVE/VESL/VE Program Review Component for programs with LEP students in the state of Florida Vocational Education Program Review.

HOW WILL THE PROGRAM REVIEW FIELD TEST BE EVALUATED?

The BVE/VESL/VE staff who respond to the program self-evaluation will also review the contents of the instrument for its validity in evaluating BVE/VESL/VE programs with LES students in the state of Florida. That portion of the study will provide the participants with the opportunity to make additions, deletions, and modifications to the standards and criteria previously identified.

ON-SITE VISIT

After the self-study forms are completed, the researcher will make a scheduled visit to the educational agency to conduct a verification of the self-study review with teachers involved in the particular programs.

The major aims of the on-site visit are to determine the extent to which the report reflects actual conditions in the institution, and to supplement the self-study report with additional data and documentation.

Points covered by consultants include:

1. Obtain rationale for recorded answers
2. Review evidence
3. Allow opportunities for additions and/or revisions
4. Assess quality above and beyond what is recorded on the self-study form
5. Relate findings to teachers in a developmental and constructive way

Working from self-study forms and in direct consultation with the teacher(s) involved, the researcher will complete the working copy of the BVE/VSEL/VE program.

After completion of the on-site visit, and exit conference will be conducted with the agency head and participating staff to discuss the results of the review.

The major aims of the exit conference are to:

1. Determine the validity of the identified standards and criteria for BVE and/or VESL/VE programs with LEP students in the state of Florida.

2. Determine discrepancies in the interpretation of the standards and criteria by the instructors and/or researcher.

3. Determine if the program review instrument and data reviewed provide some assurance that the program is or is not effective.

4. Review suggested modifications, additions, and deletions with staff. All responses, including suggested changes, will have been summarized with those of others who responded. Thus, the individual respondents will remain anonymous.

POST-VISIT ACTIVITIES

An oral report of the program review findings may be made to the educational agency if such a report is requested by the pre-review negotiations.

WHO IS RESPONSIBLE FOR THE VARIOUS PHASES OF THE PROGRAM REVIEW PROCESS?

Phase I - Program Self-Study

Researcher	o Identify institutions and programs to be reviewed
	o Submit plan and timeline for accomplishing goals
	o Arrange and conduct a planning conference with educational agency administration to determine the schedule for on-site visits and the establishment of reporting procedures
	o Conduct orientation for educational agency staff and provide in-service training on the use of instruments if requested by the head of the agency
Local Educational Agency	o Plan and conduct self-study program review and return completed self-study forms to researcher
Researcher	o Review the completed self-study forms and other data relating to the program following on-site visits

Phase II -On Site Visit

Local Agency	o Make all necessary local arrangements for on-site visits
Researcher	o Conduct an effective on-site verification of the self-study review

HOW WILL THE FIELD TEST OF THE BVE/ ESL/VE PROGRAM REVIEW INFORMATION BE USED?

- The data will be analyzed to determine the validity of the instrument in determining if effective education is being provided to the LEP students enrolled
- The data will be reviewed to determine the reliability of the interpretation of the standards and criteria by participants
- The data will provide the information necessary for developing the final version of the BVE/ ESL/VE Program Review Component for programs with LEP students for the Vocational Education Program Review for the state of Florida

SUGGESTED EVIDENCE FOR STANDARDS - REFER TO NUMBERED ITEMS IN SELF-STUDY INSTRUMENT FOR OCCUPATIONAL AND COMMUNITY COLLEGE PROFICIENCY PROGRAMS

Standard 1
- o Written program objectives
- o DOE Program description
- o Course description
- o Written course description that is provided to students and parents

Standard 2
- o Written program objectives
- o Copy of funding source standard specifications
- o Course description
- o Written course description that is provided to students and parents

  (a) English
  (b) Target language(s)

Standard 3
- o Course outline for syllabi
- o Defined performance outcomes
- o School procedure for modification of performance outcomes
- o Criterion-referenced measures for each defined performance outcome
- o Task analysis(es) of occupation(s) for which the program is designed
- o Curriculum guides
- o Textbooks and other resource materials (English and/or Target Language(s)
- o Manpower studies
- o Dictionary of Occupational Titles

Standard 4
- o List of advisory committee member (by occupational position, by race, by nationality, by language groups)
- o Schedule of advisory committee meetings
- o Minutes of advisory committee meetings

Standard 5
- o Teacher's Certificate
- o Special permit
- o Copy of letter specifying approval of school board
- o Direct observation in classroom

Standard 6
- o On-site observation
- o DOE Design Criteria for New Facilities (State Board of Education Administrative Rules)
- o Electrical outlets
- o Plumbing services

Standard 7
- o On-site observation
- o Plan for equipment replacement
- o Tools and equipment inventory
- o Department budget
- o On-site observation of available materials and consumable supplies

Standard 8
- o Brochures (if available) (English, target language(s))
- o Program handbook (English, target language)
- o Employment information related to business and industry
- o Interest batteries (English, target language)
- o Aptitude tests (English, target language)
- o Achievement tests (English language)
- o Interview with student service personnel
- o Interview with selected students (LEP)
- o Written justification for those students not at appropriate grade level
- o Written criteria for admission into class (if any exists)

Standard 9
- o Written criteria for admission into program/course
- o Brochure (if available) (English, target language(s))
- o Program handbook (English, target language(s))
- o Interview with student services personnel
- o Number and percentage of male and female students
- o Number and percentage of students enrolled, by race, by nationality, and language group
- o Student goals and surveys
- o College catalog
- o Number and percentage of persons in non-traditional fields
- o Career resource center
- o Career education program and material

Standard 10
- o Class enrollments
- o Laboratory size and equipment (on-site observation)
- o Class schedule
- o Instructor schedule

Standard 11
- o Defined performance outcomes for each program or course
- o Criterion-referenced measures for each defined performance outcome
- o Topical outlines
- o Skill charts (English, target language)
- o Student profiles
- o Evaluation reports
- o Vocational student organization membership roster and program of activities
- o Cooperative or on-the-job placement records

Standard 12
- o School policies and procedures for placement
- o Placement records
- o Interviews with placement personnel

Standard 13
- o Copies of follow-up studies or placement records
- o Written recommendations for curricular or program change based on analysis student follow-up data
- o Reports submitted to Board of Trustees
- o Examples of revised course outlines
- o Minutes of curriculum committee

Standard 14
- o Interviews with instructors
- o Interviews with administrative and supervisory personnel

Standard 15
- o Staff development surveys (with special needs component for LEP teachers, cultural, languages, etc.)
- o Instructor's individual plan for staff development
- o In-service components
- o College staff and program development plan and report

GLOSSARY OF TERMS*

Advanced Placement - Acceptance of a student in a program at a higher level than usually assumed by entering students

Articulation - The relationship of an instructional program at one level to similar or related programs at another level

Bilingual Vocational Education (BVE) - BVE programs are designed to provide students with skills and knowledge of English necessary for entry level employment in the occupational area of instruction. The languages of communication in the BVE program are ENGLISH and the DOMINANT LANGUAGE of the students in attendance.

CCD (Course Code Directory) Code - The number code corresponding to programs and/or course offered in specific area or fields as outlined in the 1980-81 Course Code Directory

Competency - The ability (including knowledge, skills, and/or attitudes) to perform a specific task or duty successfully

Coordinating Council - A group organized to review total vocational education, adult general education, and community instructional services programs within the vocational planning district (region) to make needed offerings and prevention of unwarranted duplication

Criteria - Standards by which decisions can be made

Criterion-Referenced Measure - A measurement device based on performance objectives which evaluates learners on the basis of ability to complete a task in a given situation according to a pre-set standard.

Dissemination - The production, delivery, and distribution of products to identified target groups

Employability Skills - Human relation skills required to obtain and keep a job

Entry Level Knowledge - The minimum knowledge required to function effectively in initial employment

Evidences - A basis for supporting or proving response

Fundamental Occupational Proficiency Course - Instruction in competencies common to a cluster of occupations for the purpose of developing skills, knowledge, and attitudes for advancement into the next level of an occupational proficiency program

Instructional Program Descriptions Bulletin - An inventory containing a descriptive analysis of vocational programs offered in Florida

Integral - A term which qualifies some element or part as essential for completeness

Laboratory - A facility designed to provide instruction in the use of tools and equipment in an occupation

Limited English Proficiency (LEP) - One who has difficulty in understanding, speaking, reading, or writing the English language

Manipulative Skills - Proficiency in handling and operating tools or machines, and in designing, shaping, forming, or fabricating various objects

Occupational Proficiency Program - Same as occupational preparatory described below

Occupational Preparatory Program - A competency-based program of instruction specifically designed to prepare a person for employment in an occupation or cluster of closely related occupations in the occupational fields of Agri-business and Natural Resources Education, Business and Office Edcation, Distributive Education, Home Economics and Industrial Education.

Performance Objective - A statement of what the learner must do in observable and measurable terms (same as behavioral objective)

Pre-Vocational Program - A program of instruction designed to provide orientation to and exploration of experiences with the kinds and levels of work in a broad range of occupations

Program Area - The vocational area in which instruction takes place, such as Agriculture, Home Economics, etc. When completing the form, use the following official abbreviations.

AG - Agriculture
BU - Business
CH - Consumer & Homemaking
DE - Distributive Education
DO - Diversified Occupations
HG - Home Economics - Gainful
HL - Health
IA - Industrial Arts
IN - Industrial Education
PS - Public Service
SP - Special Programs

Sequence - The arrangement of instruction in a consistent and logical manner

Service Area - See Program Area

Standard - A condition set as a measure or basis for comparison

Supplemental Program - A program for persons currently employed who need training in order to update, or upgrade skills to achieve stability, or advancement in current job position

Target Population - The group(s) who are being served by the program

Task Analysis - A list of operations and procedures performed by workers in a specific occupation; may include materials and equipment utilized on the job

Vocational Planning District (Region) - A geographic area that encompasses the boundaries of a community college district and all public school districts contained therein.

Units of Instruction - A subdivision of a program curriculum arranged and developed in various lesson plan groups

Vocational English as a Second Language (VESL) - Instruction in English necessary for the occupational area

VOCATIONAL EDUCATION INSTRUCTIONAL PROGRAM REVIEW
OCCUPATIONAL PROFICIENCY AND COMMUNITY COLLEGE
FIELD TEST

DATE OF REVIEW _____ ADMINISTRATOR"S SIGNATURE _____

SCHOOL DISTRICT _____ PERSON COMPLETING SELF-STUDY _____

SCHOOL _____

NUMBER OF LIMITED ENGLISH SPEAKING STUDENTS ENROLLED IN THIS PROGRAM____

LANGUAGE(S) SPOKEN BY LIMITED ENGLISH SPEAKING STUDENTS IN THIS PROGRAM:

1._____ 3._____

2._____ 4._____

PROGRAM AREA	CCD CODE	PROGRAM/COURSES TITLE	TEACHER(S) NAME	CERTIFICATE NUMBER

F.S.U. Vocational Education Study
Document No. 4.1
MAM - 2/81

DIRECTIONS FOR MARKING YOUR RESPONSES

On the following pages you will find a series of standards and criteria that may or may not be necessary for effective education for vocational and/or related subjects with Limited English Proficient Students enrolled. You are asked to review your program for each criteria in reference to its standard.

There are no right or wrong answers, so do not hesitate to respond to each statement exactly as your situation is.

Directions:

A. In making your responses place a check in the column that most nearly represents the program you are reviewing.

   1) Yes --the criteria is met in this program.

   2) No -- the criteria is not met in this program.

   3) Not Applicable (N/A) --the criteria is not appropriate for this program

   4) To Some Degree --the criteria is not completely met.

   5) Used --the method is used in this program

   6) Used to Some Degree --the method is used to some degree, but not always

   7) Not Used --the method is not used in this program

   8) Do Not Know --you do not know if the criteria is met for your program.

B. In the event that your situation is not described please make any comments in the space(s) provided or on a separate sheet of paper.

VOCATIONAL EDUCATION INSTRUCTIONAL PROGRAM REVIEW

OCCUPATIONAL PROFICIENCY AND COMMUNITY COLLEGE

I. PROGRAM OBJECTIVES ARE CONSISTENT WITH THE VOCATIONAL EDUCATION PROGRAM COURSES STANDARDS - 1980 FOR DETERMINING ELIGIBILITY FOR FTE FUNDING

	YES	NO
A. Does the subject matter in this program correspond to the program description specified in Vocational Education Program Course Standards--1980 for determining eligibility for weighted FTE funding?	___	___
B. Have objectives been written to cover the subject matter in this program?	___	___

II. PROGRAM OBJECTIVES ARE CONSISTENT WITH THE STANDARDS AS SPECIFIED BY THE MAJOR FUNDING SOURCE (FEDERAL GRANT, STATE, OTHER) If None skip to III.

A. The funding for this program is provided by: (specify) _____

_____

	YES	NO
B. The subject matter in this program corresponds to the program description specified by the major funding source.	___	___
C. Objectives have been written to cover the subject matter in the program.	___	___

III. COURSES OR UNITS OF INSTRUCTION IN THIS PROGRAM ARE BASED ON DEFINED OR MEASURABLE COMPETENCIES REQUIRED FOR EMPLOYMENT

	YES	NO
A. The program provides students with the needed knowledge, skills, and attitudes required for employment.	___	___
B. The exit competencies of the student are those necessary for employment in the field of training.	___	___

C. The methods/sources that are used in the development of course or units of instruction are:	USED	USED TO SOME DEGREE	NOT USED
1. Task analysis of occupation	___	___	___
2. Available curriculum guides	___	___	___
3. Textbooks	___	___	___
4. Learning task analyses	___	___	___
5. Subject matter expert interviews	___	___	___
6. Subject matter expert committees	___	___	___
7. Observation of workers in occupational area	___	___	___
8. Special needs of students	___	___	___
9. Special characteristics of students	___	___	___
10. Other (Specify) _____			

IV. THE PROGRAM IS SUPPORTED BY AN ORGANIZED AND ACTIVE ADVISORY COMMITTEE

	YES	NO
A. Does this program have an advisory committee? (If NO go to Section V)	___	___

B. If YES what kind of advisory committee serves this program?

___ 1. A specific county-wide committee for an occupational area.

___ 2. School/college-wide advisory committee for all vocational programs.

___ 3. An advisory committee for this specific program only.

___ 4. Other (Specify) _____

C. The members of the advisory committee include representation from the following areas: (Check all that apply)

___ 1. Employers
___ 2. Supervisors and Managers
___ 3. Employees
___ 4. Former students
___ 5. Present students
___ 6. Parents (high school level)
___ 7. Accreditation, licensing, and certification board members
___ 8. Community leaders
___ 9. Administrators
___ 10. Teachers
___ 11. Other (specify)_____

D. The membership of the advisory committee is representative of: (check all that apply)

___ 1. Males
___ 2. Females
___ 3. Ethnic groups living in the area
___ 4. Races living in the area
___ 5. Subject matter experts
___ 6. Handicapped
___ 7. Other(specify)_____

V. THE PROGRAM IS STAFFED BY QUALIFIED PERSONNEL

A. The program is staffed by qualified teacher(s)/instructor(s) in the following areas: (check all that apply)

___ 1. Vocational Education
___ 2. Vocational Education, English, and target language(s)
___ 3. English as a Second Language (ESL) instruction
___ 4. ESL Bilingual person in target language(s) (specify)_____
___ 5. Multicultural understanding

B. The teacher/instructional qualifications are validated by: (check all that apply)

___ 1. Florida VE Certification (temporary or standard)
___ 2. Approved by local school board or board of trustees
___ 3. Regular or temporary Florida teacher's certificate with other than appropriate coverage: has met all occupational experience requirements prescribed as a prerequisite to appropriate certification, and has been approved by the school board to teach out-of-field

C. Your program is staffed by qualified supportive personnel: (If NO skip to VI, if YES or TO SOME DEGREE check all that apply.)

	YES	TO SOME DEGREE	NO
	___	___	___

___ 1. Guidance Counselor(s)
___a. Proficient in English and target language(s)

___ 2. Occupational Specialist(s)
___a. Proficient in English and target language(s)

___3. Paraprofessional(s)
___a. Bilingual in English and target Language(s)

VI. THE FACILITY ENABLES PROGRAM OBJECTIVES TO BE TAUGHT

Can the program objectives be taught in the current facility? Use the scale below to assign a numerical value to the adequacy of each area of the facility.

Appropriate = 1
Appropriate to some degree = 2
Not appropriate for occupational area = 3
Not Applicable- N/A = 4

	AREA	SIZE	LOCATION	ARRANGEMENT	SERVICES, ELECTRICAL OUTLETS ETC.	EQUIPMENT INSTALLATION MAINTENANCE	ACCESSIBILITY FOR HANDICAPPED	SAFETY ASPECTS	HEATING/VENTILATION	ILLUMINATION	ACOUSTICS
A	CLASSROOMS										
B	LABS OR SHOPS										
C	AUXILIARY AREAS (Office Workroom etc.)										

	YES	TO SOME DEGREE	NO
D. Restrooms, dressing rooms, etc. are conveniently located and easy to use by:			
1. Male students	___	___	___
2. Female students	___	___	___
3. Physically handicapped students	___	___	___
E. Restrooms, dressing rooms, safety directions and charts are clearly marked:	___	___	___

1. The language(s) used to identify them are:

___a. English only

___b. Target language(s) only

___c. English and target language(s)

___d. International symbols

___e. Other (specify)_____

VII. INSTRUCTIONAL RESOURCES ARE USED TO MEET PROGRAM OBJECTIVES

A. Does this program have the following instructional resources needed for students to attain program objectives?

1. Instructional materials

a. Instructional materials are written in:

___1.a English only

___2.a English and target language(s)

___3.a Target language(s) only

___4.a Components of English and target language(s) needed for occupation (e.g., bilingual secretary)

b. English as a second language materials for this program. ___ ___ ___

c. Audio visual materials (If NO skip to d., if YES or TO SOME DEGREE check one)

___1. English only

___2. English and target language(s)

___3. Target language(s) only

	YES	TO SOME DEGREE	NO	N/A
d. Instructional materials in this program are non-discriminatory in content toward:				
1. Males	—	—	—	—
2. Females	—	—	—	—
3. Races	—	—	—	—
4. Handicapped	—	—	—	—
5. Ethnic Groups	—	—	—	—
6. Limited English Speaking	—	—	—	—
2. Tools and Equipment				
a. Tools and equipment in this program are similar to those used in business and industry	—	—	—	—
b. Tools and equipment have the necessary safety devices	—	—	—	—
c. If tools and equipment break, service is available for repairs	—	—	—	—
d. Worn, broken, or outdated tools and equipment are replaced	—	—	—	—
3. Consumable supplies	—	—	—	—
4. Related resources (equipment, livestock, human subjects, etc.	—	—	—	—
5. Other (specify)_____				

VIII. RECRUITMENT AND ORIENTATION PROCEDURES ARE OPERATIONAL

A. Orientation sessions are held to acquaint students with the program BEFORE ADMISSION (If NO or N/A skip to B)	—	—	—	—
If YES or TO SOME DEGREE the staff that participate in the orientation are: (Check all that apply)				
1. Guidance personnel	—	—	—	—
2. Vocational instructors	—	—	—	—
3. Multilingual staff	—	—	—	—
4. Other (specify)_____				
B. Printed orientation materials are provided to the prospective students for this program (If NO or N/A skip to D)	—	—	—	—
1. If YES or TO SOME DEGREE the language(s) is/are:				
a. English only	—	—	—	—
b. Target language(s) only	—	—	—	—
c. English and target language(s)	—	—	—	—

	YES	TO SOME DEGREE	NO	DO NOT KNOW
C. Community resources are included to provide information to prospective students	___	___	___	___
1. The community resources used are:				
a. Radio and TV (If NO or DO NOT KNOW skip to 2)	___	___	___	___
a.1 English only	___	___	___	___
a.2 Target language(s) only	___	___	___	___
a.3 English and target language(s)	___	___	___	___
b. Newspapers (If NO or DO NOT KNOW skip to c)	___	___	___	___
b.1 English language only	___	___	___	___
b.2 Target language(s) only	___	___	___	___
b.3 Both English and target language(s)	___	___	___	___
c. Social Organizations (If NO or DO NOT KNOW skip to D)	___	___	___	___
c.1 Social service agencies	___	___	___	___
c.2 Ethnic clubs	___	___	___	___
c.3 Outreach recruitment staff	___	___	___	___
c.4 Other (specify)_____				

	YES	TO SOME DEGREE	NO	N/A
D. All students are encouraged to enter the program including:				
1. Males	___	___	___	___
2. Females	___	___	___	___
3. Ethnic groups living in the area	___	___	___	___
4. Races living in the area	___	___	___	___
5. Limited English Speaking	___	___	___	___
6. Handicapped	___	___	___	___

IX. ADMISSION PROCEDURES FOR THIS PROGRAM ARE OPERATIONAL

A. Academic prerequisites are specified for students (If NO skip to X, if YES or TO SOME DEGREE the language(s) is/are:	___	___	___	___
___1. English only				
___2. Target language plus some English knowledge				
___3. English plus some knowledge of target language(s)				
___4. Target language(s) only				
B. Students enrolled in the program are at proper grade level as specified in the Course Code Directory - Public Schools 1980-81	___	___	___	___

	YES	TO SOME DEGREE	NO	N/A
C. If NO, is written justification available for each student not enrolled at grade level?	___	___	___	___
D. The admission procedures are developed by: (check all that apply)				
___1. Administrators				
___2. Advisory Committee				
___3. Counselors				
___4. Teachers				
___5. Other (specify)_____				
E. Teachers(s) assist in the selection of students who enter the program	___	___	___	

X. CLASS ENROLLMENT IS A FACTOR WHICH PERMITS THE ATTAINMENT OF PROGRAM OBJECTIVES BY EACH STUDENT

A. Does the number of persons enrolled in the class permit the attainment of program objectives?	___	___	___

XI. INSTRUCTION IS ORGANIZED IN ORDER TO ASSIST STUDENTS IN MEETING PROGRAM OBJECTIVES

A. What are the predominant method(s) of instruction? (check all that apply)

___1. A specified period of time is allocated to each course unit and students are expected to master the material within a time period (time based)

___2. Instruction is varied to accommodate individual learning styles of students

___3. Students progress at their own rate through a series of tasks (competency-based)

B. The language(s) in the instruction of students is/are: (check one)

___1. English only

___2. Target language(s) only

___3. English and target language(s)

C. The instructional staff is composed of: (check one)

___1. Instructor who speaks English only

___2. Instructor who speaks English and target language(s) (specify)_____

___3. Instructor who speaks English only and a paraprofessional who speaks English and target language(s) (specify)_____

___4. Instructor and a paraprofessional who speak English and target language(s) (specify) Instructor_____Paraprofessional_____

___5. Instructor who speaks English and target language(s) and a paraprofessional speaking English only (specify)_____

D. What is the predominant method of evaluation in this program? (Check one)

___1. A student's performance is compared with that of other students (norm-referenced).

___2. A student's performance is compared with a predetermined standard (criterion referenced).

	YES	TO SOME DEGREE	NO
E. Student organization activities are included in the program's instructional component	___	___	___
F. The vocational student organizations are supported by budgeted school funds.	___	___	___
G. Cooperative or on-the-job instruction is provided for all students when needed.	___	___	___

XII. PLACEMENT SERVICES ARE PROVIDED TO PROGRAM COMPLETERS OR LEAVERS

A. The placement of students is the responsibility of: (check all that apply)

___1. Vocational instructor

___2. Cooperative education coordinator

___3. Guidance counselor

___4. Occupational specialist

___5. Student himself/herself

___6. Director/Principal

___7. County Supervisor

___8. Other (specify)_____

B. The placement of students who complete or leave the program is further assisted by the following agencies: (check all that apply)

___1. Florida State Employment Services

___2. Advisory Committee members

___3. Potential employers in business and industry

___4. Ethnic group organizations

___5. None of the above

___6. Don't know

___7. Other (specify)_____

C. Aid for placement is provided for program leavers and completers.

1. Aid is provided equally for:

a. Males	___	___	___
b. Females	___	___	___
c. Minority ethnic group members	___	___	___

	YES	TO SOME DEGREE	NO
d. Minority race member	___	___	___
e. Limited English Speaking	___	___	___
f. Handicapped	___	___	___

XIII. DATA FROM FOLLOW-UP STUDIES ARE USED TO MAKE DECISIONS REGARDING CURRICULAR AND PROGRAM REVISION

A. Students are informed of the importance of follow-up studies	___	___	___
B. Students are informed of follow-up procedures	___	___	___
C. Teachers/instructors receive placement & follow-up information from students and employers each year	___	___	___

D. If YES or TO SOME DEGREE, how is this information used? (check all that apply)

___1. Making program changes

___2. Discuss with school/college administrators

___3. Sharing with Board of Trustees (C.C.level only)

___4. Sharing with Advisory Committee

___5. Sharing with students currently enrolled in the program

E. Teachers assist in contacting former students	___	___	___

XIV. ADMINISTRATORS AND SUPERVISORY PERSONNEL PROVIDE ASSISTANCE IN PROGRAM MAINTENANCE AND IMPROVEMENT

A. Have administrative or supervisory persons provided direct assistance to this program?	___	___	___
B. If YES or TO SOME DEGREE, was assistance provided when requested?	___	___	___

C. If YES or TO SOME DEGREE , assistance was provided by:

	Nature of Assistance (check all that apply)			
	Instructional Methods	Program Contents	Instructional Resources	Others
1. Local Director of Vocational Education				
2. County level Vocational Supervisor				
3. School Principal or Director				
4. Assistant Principal				
5. Other (Specify)____				

XV. OPPORTUNITIES FOR STAFF IMPROVEMENT ARE PROVIDED IN ACCORDANCE WITH NEEDS OF THE TEACHER(S)

	YES	TO SOME DEGREE	NO	DO NOT KNOW
A. Are the staff development needs of teachers in this program assessed? (If NO or DO NOT KNOW, skip to C)	___	___	___	___
B. The staff development needs of those responsible for the program are assessed in the following areas:				
___1. Cultural understanding				
___2. Vocational update				
___3. Foreign language skills				
___4. English language skills				
___5. Instructional methodology				
___6. Other (specify)_____				
C. Inservice staff development worksnops are provided	___	___	___	___
D. Inservice administrative development worksnops are provided	___	___	___	___
E. Local funds are provided for travel to staff development activities	___	___	___	___

XVI. SUMMATIVE EVALUATION (to the best of your knowledge)

	Percent
A. The percentage of students that complete your program is:	_____
B. The percentage of completers that are employed in the field for which they received training or related areas is:	_____
C. The percentage of students who do not complete the program (leavers) is:	_____
D. The percentage of leavers that are employed in the field for which they received training or a related area is:	_____
E. The percentage of completers and/or leavers that are unable to enter the labor market (e.g., foreign students) is:	_____

XVII. INCIDENCE OF OUTSTANDING SUCCESS OF PARTICIPANTS (OPTIONAL)

If there are any special students you would like to mention, please give information about the student's success - mentioning what kind of success was achieved, in what field success was obtained, and why you believe he/she was an outstanding success.

EVALUATION FORM

The quality of this instrument can only be improved by your review and evaluation. Please help us by taking a little more of your valuable time to complete this evaluation form. Only with your input will we be able to develop a useful instrument.

Name: _____

School: _____

Position: _____

Language(s) you speak and your proficiency:

Language	Proficiency in language			
	Native	Good	Fair	Poor
1)				
2)				
3)				
4)				

Languages spoken in your class(es)

1) _____

2) _____

3) _____

4) _____

5) _____

Ethnic Groups in Class(es) (e.g., Mexican, Cuban)

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

F.S.U. Vocational Education Study
Document No. 4.2
MAM - 2/81

	YES	NO
1. Were the Directions on the Self-Evaluation form clear and explicit?	—	—

If No, what suggestions would you make to improve them?

_____

_____

_____

2. Was the Information for Completing the Self-Study Form clear and explicit?	—	—

If No, what suggestions would you make to improve them?

_____

_____

_____

3. Were there any standards and/or criteria that you believe should be added or deleted from this instrument?	—	—

If Yes, please specify them: _____

_____

_____

4. Do you believe this instrumentwill provide the following information:		
a. Determine if the program meets the needs, interests, and abilities of students.	—	—

If No, what additions would you suggest to obtain this information?

_____

_____

_____

b. Determine if the program satisfies the requirements of the occupation or occupational field in which the training is given.	—	—

If No, what additions would you suggest to obtain this information?

_____

_____

_____

2

	YES	NO
c. Determine if the program meets the requirements set for it by the State Board of Education for the operation of vocational education programs and their related areas.	___	___

If No, what suggestions would you make to obtain this information?

_____

_____

_____

Do you have any other suggestions that would improve this instrument? (If any, please specify): ___ ___

_____

_____

_____

_____

_____

_____

References

Abramson, T. Issues and models in vocational education evaluation. In T. Abramson, C. K. Tittle, and L. Cohen (Eds.), Handbook of Vocational Education Evaluation. Beverly Hills, CA: Sage Publications, 1979.

Alkin, M. C. Evaluation theory development. Evaluation Comment. 1969, 2, 2-7.

Astin, A. W. & Panos, R. J. The evaluation of educational programs. In R. L. Thorndike (Ed.), Educational Measurement (2nd. ed.), American Council on Education. Washington, D.C.: 1971.

Borich, G. D. Program evaluation: New concepts, new methods. Focus on Exceptional Children, 1977, 9, 1-16.

California State Department of Education, Vocational education program assessment (PAVE), Program Self-Assessment Questionnaire, Group I, (1979-80).

China Institute in America. Bilingual vocational training program: Interim Report, A Federal Evaluation. New York City: 1978-79.

Colorado State Board for Community Colleges and Occupational Education. Needs assessment survey forms.

Cronbach, L. J. Course improvement through evaluation. Teacher College Record, 1963, 64, 672-683.

Datta, L. Better luck this time, from federal legislation to practice in vocational education. In T. Abramson, C. K. Tittle, and L. Cohen (Eds.), Handbook of vocational education evaluation. Beverly Hills, CA: Sage Publications, 1979.

Delaware Department of Public Instruction, Vocational Education Division. District vocational program self-evaluation form VDD-44-880.

Evans, J. W. Evaluating educational programs - are we getting anywhere? Educational Research, 3 (8), 1974, 7-12.

Florida State Department of Education, Division of Public Schools, Bureau of Public Schools. MIS Statistical Report, Series 80-15, Tallahassee: March 1980.

Florida State Department of Education, Division of Vocational Education. Vocational education instructional program review. Tallahassee: 1979-1980.

Florida State Department of Education, Division of Vocational Education. Five year mini plan 1978-79. Tallahassee: 1978.

Florida State Department of Education, Division of Vocational Education. State plan for vocational education, under Title II of the Vocational Education Amendments of 1976, (PL 94-482) Five Year Plan, FY 1978-1982.

Hammond, R. Context evaluation of instruction in local school districts. Educational Technology, 9(1), 1969, 13-18.

Hoyt, K. B. Perspectives on the problem of evaluation in career education. United States Office of Education, Monographs on Career Education. Washington, D.C.: March 1980.

Illinois Department of Education, Division of Bilingual Education. Bilingual Bulletin, No. 35-971. Springfield: 1980.

Kirschner Associated, Inc. Bilingual vocational instructor competencies. Washington, D.C.: March 1980.

Montgomery, P. Special to the New York Times. For Cuban refugees, promise of United Stated fades. New York: April 19, 1981.

New Jersey State Department of Education, Division of Vocational and Career Preparation. Three year program plan for vocational education fiscal years 1980 through 1982 and accountability report fiscal year 1979. Trenton: July 1980.

New York City. Business occupations for high school youth, subprograms a-b SED #78-2A-647 and 685, 1979.

Provus, M. Evaluation of on going programs in public school system. In R. Tyler, (Ed.), Educational evaluation; new roles, new means. Sixty eighth yearbook of the national society for the study of education, Part II. The University of Chicago Press, Chicago: 1969.

Provus, M. Discrepancy evaluation for education program improvement and assessment. McCutchan Publishing Corp., Berkeley, CA: 1979.

Rios, E. T. & Hansen, W. E. Career and vocational development of bilingual students. National Educational Laboratory Publishers, Inc., Austin, TX: 1978.

Scriven, M. & Roth, J. Evaluation thesaurus. Pt. Reyes, CA: Edge Press, 1977.

Scriven, M. & Roth, J. The methodology of evaluation. AERA Monograph Series on Curriculum Evaluation, Book I. Chicago: Rand McNally & Co., 1967.

Smith, N. Methods projects in health, justice & military. In Newsletter, Research on Evaluation Programs. Portland, OR: Northwest Regional Education Laboratories, 2(2), 1979.

Stake, R. E. The countenance of educational evaluation. Teachers College Record, 1967, No. 7.

Starr, H., et al. A system for state evaluation of vocational education. Research Series No. 58. Columbus: The Center for Vocational and Technical Education, Ohio State University, May 1970.

State University of New York, Stateside System of Occupational Education Evaluation. Overview of the evaluation system, local orientation draft. State Education Department, Office of Occupational and Continuing Education, Division of Occupational Educational Planning, Research, and Evaluation. Albany: May 2, 1980.

Stufflebeam, D. L. Toward a science of educational evaluation. Educational Technology, July 1968, 5-12.

Stufflebeam, D. L., et al. Educational evaluation and decision making. Phi Delta Kappa National Study Committee on Evaluation. Itasca, IL: F. E. Peacock Publichers, Inc., 1971.

Tyler, R. W. General statement on evaluation. Journal of Educational Research. 1942, 35, 492-501.

Tuckman, B. W. Conducting educational research, (2nd ed.). Harcourt Brace Jovanovich, Inc. New York: 1978.

U. S. Congress. Educational Amendment of 1978, P. L. 95-561. 96th Congress, Washington, D.C.: Government Printing Office, 1978.

U. S. Congress. Educational Act 1976, P. L. 94-482. 94th Congress Washington, D.C.: Government Printing Office, 1976.

U. S. Congress. Educational Amendments of 1974, P. L. 93-380. 92nd Congress, Washington, D.C.: Government Printing Office, 1974.

U. S. Congress. Educational Act 1965, P. L. 89-10. 83rd. Congress, Washington, D. C.: Government Printing Office 1965.

U. S. Congress. Educational Act 1963, P. L. 88-210. 81st Congress, Washington, D. C.: Government Printing Office 1963.

U. S. Congress. Education Act 1917, P. L. 64-347. 65th Congress, Washington, D.C.: Government Printing Office, 1917.

U. S. Department of Health, Education, and Welfare, National Center for Educational Statistics. The condition of education. Vol. 3, Part I. Washington, D.C.: Government Printing Office, 1977, p. 149. (ERIC Reproduction Service No. ED 143 644).

U. S. Department of Labor. The labor supply for lower level occupations. Washington, D.C.: Government Printing Office, 1976, p. 42. (ERIC Reproduction Service No. ED 130 111).

U. S. Department of Health, Education, and Welfare, Division of Research and Demonstration, Demonstration Branch, Bureau of Occupational and Adult Education. Abstracts: Bilingual vocational training grants; Bilingual vocational instructor training grants; Grants for development of instructional materials, methods, and techniques. Washington, D.C.: Government Printing Office, 1979.

U. S Department of Health, Education, and Welfare, Division of Research and Demonstration, Demonstration Branch, Bureau of Occupational and Adult Education. Abstracts: Bilingual vocational training grants; Bilingual vocational instructor training grants; Grants for development of instructional materials, methods, and techniques. Washington, D.C.: Government Printing Office, 1978.

U. S. Department of State. National Center for Educational Statistics. Geographic distribtuion, nativity and age distribution of language minorities in the United States, 1979. (American Statistical Index Reproduction Service No. 4566-5.2)

Wently, G. A. A plan for educational evaluation. Journal of Industrial Teacher Education, 1970, 1-7.

Worthen, B. R. & Sanders, J. R. Educational evaluation: Theory and practice. Belmont, CA: A Charles A. Jones publication, Wadsworth Publishing Co., Inc., 1978.